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ABSTRACT

In order to support the theory that Indian students are culturally different in general and that their culture is good and can be utilized in instruction to help students learn, a review of literature, ideas, and materials are provided to help teachers utilize the "different" theory in their classrooms. Although most of the materials cited deal with reading and language instruction, many of the ideas and materials could be used in classes other than reading and language arts. The first article, concerned with teaching reading to Indian children, is followed by items on language development and language experiences. Next, various aspects of reading instruction are explored. A skills continuum for language arts examines skills goals for K-6. A section on inclusion of Indian culture materials provides guidelines, bibliographies, and availabilities of materials suitable for American Indian students of all ages. The document concludes with bibliographies of books by and about the Sioux, Fort Berthold, Turtle Mountain, and other Indian literature. (BRR)

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TEACHING GUIDE FOR
READING & LANGUAGE SKILLS
& BIBLIOGRAPHY OF
INDIAN MATERIALS

DEVELOPED AND PRODUCED BY THE DIVISION OF EDUCATION, ABERDEEN AREA OFFICE, OFFICE OF INDIAN EDUCATION PROGRAMS, BUREAU OF INDIAN AFFAIRS, UNITED STATES DEPARTMENT OF THE INTERIOR.

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INTRODUCTION

We cannot deny that Aberdeen Area students, as a group, do not score as well on tests of educational achievement as most other students do, according to national norms. Other evidence comes from the records on Bureau higher education students which often times report students failing or dropping out of school because they do not have adequate basic skills. Doesn't this mean that these students are not learning as much in school as they might?

There are three main arguments which follow in regard to test scores. The first argument is that test scores mean nothing or very little in regard to anyone. The second argument criticizes Indian schools for using standardized tests and national norms because they are culturally biased. A third argument is that Indian students ought to be able to do as well on standardized tests as any students; therefore, they must be used. If one agrees with the first argument, we have no measure of educational achievement for any students. If one agrees with the second argument, he is acknowledging that there are cultural differences between Indian students and other students. If one agrees with the third argument, that Indian students ought to be able to do as well on standardized tests as any students, then what is his answer to why most of them are not scoring as well. It appears that those who agree with the third argument must admit that the gap between Indian students and others is largely due to cultural differences.

When we speak of cultural differences, too many tend to think only of those very traditional aspects and then if they have students who are not traditional, teachers will deny that their children are culturally different. Then there are teachers in Indian schools who do not know enough about the local Indian culture, so they too tend to ignore the fact that their students may be culturally different.

In speaking of cultural differences, we mean every aspect of local life which is rather unique including, for example, such things as rodeoing which is now an inherent part of many Indian cultures. Cultural differences may also include students' poor attendance at school. In other words, culture includes all aspects of local life and they must all be taken into account in the educational program. The problem which has been prevalent in Indian education is the lack of recognition of the cultural differences and lack of adjustment of the educational program to take into account those differences in a positive way.

There are three attitudes which are found in Indian schools. The first is the "no-difference" attitude or theory. Those who have this attitude choose to believe that the Indian students they teach are not culturally different. A second attitude or theory is called the "deficit" theory. Those who have this attitude believe that the Indian students they teach are culturally different, but that their culture is inferior. A third attitude is that Indian students are culturally different in general and that their culture is good and in fact it can be utilized in instruction to help students learn.

This last attitude is the one which, according to P.L. 95-561, is to be espoused by Bureau of Indian Affairs schools. The reason P.L. 95-561 dictates this because of studies done and recommendations made which state that the education of Indian students would improve if educational programs were made culturally relevant and if students were made to feel that their culture and background were good and important.

In regard to reading and language instruction, the different attitude or theory would call for utilization of the language-experience approach or the bilingual approach to beginning reading and for remedial instruction.

There are many theories and approaches for teaching reading and many materials based upon those approaches. Some of the approaches are the one on one or matching approach, the sight word or basal approach, the phonics approach, and the total language arts approach. All of these approaches were conceptualized and the materials were developed for white middle-class children. There, however, were some educators who saw the need for developing programs and approaches for students from different language and cultural backgrounds. Three main groups developed approaches. The first group were linguistic oriented. They developed programs such as the Sullivan Readers which are found in some of our schools. Another group were strong proponents of the deficit attitude or theory. They developed such programs as Distar. A third group were strong proponents of the different attitude. They would promote the language-experience approach or the bilingual approach for those students who are dominant in their native language.

Following are a review of literature and ideas and materials which are given to help teachers utilize the different theory in their classrooms. Many of the ideas and materials listed could be used in classes other than reading and language arts.

By Sandra J. Fox, D. Ed.

TEACHING READING TO INDIAN CHILDREN

REVIEW OF LITERATURE

Introduction

In order to gain insight into the problem of poor school achievement and, in particular, poor reading achievement of American Indian students as a group, a review of factors related to reading deficiencies is necessary.

Factors Related to Reading Deficiencies

Coombs summarized the information on school achievement of Indian children and concluded that their lower achievement can be attributed to the cultural differences of Indian children, poor self-concepts and alienation of Indian children, language differences, poor attitudes of many white middle class teachers towards Indian children, and the lack of involvement of Indian parents in the education of their children. Coombs stated:

> A study of the recent literature seems to reveal, then, a fairly well-defined body of theory, formulated by the social sciences, concerning the causes of the educational disadvantage of Indian Americans. The theory calls for the primacy of biculturalism over acculturation; demands a bicultural approach to Indian education with reference to an understanding of, and respect for, Indian culture and suggests the use of Indian cultural materials in the instructional program; demands bilingual instruction in the teaching of English rather than teaching English as a second language; demands a special kind of teacher sensitized to Indian culture (preferably of Indian descent); and demands control by Indians of the schools which serve their children.[22]

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[22] Coombs, Educational Disadvantage, p. 41.

Factors which correlate with reading disabilities for children are disclosed in two studies, one by Helen M. Robinson and the other by Eve Malmquist. Helen M. Robinson found social and visual problems to be the most frequent factors related to reading disability in an intensive study to determine causal factors. The most frequent two were followed by emotional, neurological, speech and discrimination difficulties, school methods, hearing problems, endocrine maladjustments, and general physical problems.[23] Eve Malmquist made an intensive study of 399 first grade children and found the factors which were most important to reading ability to be the intelligence of the children, their ability to concentrate, their persistence, their self-confidence, their emotional stability, their spelling ability, their visual perception, the social status and educational level of their parents, and the teacher's teaching experience.[24]

Thomas E. Wheat listed divergent dialects, teachers' low expectations of the culturally different, students' poor self-concepts, and lack of the reading readiness necessary to fit into the normal reading program as the major causes for poor reading achievement among the culturally diverse in America. Wheat went on to recommend certain reading methods and materials for the culturally different. He recommended the language-experience approach to reading, individualized instruction to remediate specific problems, provision for the individual interests of the children in reading material, use of enrichment activities, much oral sharing, the provision of many stimulating experiences to compensate for experiences lacked by many culturally different children, and the provision of activities aimed at improving self-concepts of these children.[25]

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[23] Helen Mansfield Robinson, Why Pupils Fail in Reading (Chicago: University of Chicago Press, 1946).

[24] Eve Malmquist, Factors Related to Reading Disabilities in the First Grade of the Elementary School (Stockholm: Almquist and Wiksell, 1958), p. 387.

Robert Roessel asserted that Indian children often find reading difficult because their language ability is limited and because their experiential background is distinctly different from that of the white children for whom most reading situations are planned.[26]

Essentials for Remedial Programs

Many of the factors related to reading disabilities cannot be attacked directly in remedial reading programs. There are, however, certain elements which are considered to be essential in remedial reading programs, and these factors have as their bases the special needs of children with reading disabilities. There are numerous books and articles which include listings of these elements. Three of them are by Albert Harris, Robert Wilson, and Arthur Gates.

Albert J. Harris in his book, How to Increase Reading Ability, gave what he believed to be the general characteristics of remedial teaching of reading: (1) basing remedial instruction on diagnosis, (2) starting from what the pupil knows, (3) selecting appropriate material, and (4) securing motivation. Harris placed special emphasis upon securing motivation and he listed some essentials for motivating students: (1) the teacher's acceptance, approval, and understanding of her students, (2) the teacher's liking for children, (3) the provision of successful experiences for the child, (4) the provision of praise and social recognition for improvement, (5) the provision of materials to meet individual interests, (6) the provision of variety in the remedial program, (7) the provision of gaming, (8) the use of behavioral modification techniques, (9) cooperation between teacher and learner, (10) good rapport between teacher and student, and (11) the cooperation of the family.[27]

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[25] Thomas E. Wheat, "Reading and the Culturally Diverse," Elementary English, LI (February, 1974), 251-56.

[26] Robert A. Roessel, Jr., Handbook for Indian Education (Los Angeles: Amerindian Publishing Company, 1960).

Robert M. Wilson in Diagnostic and Remedial Reading for Classroom and Clinic listed some principles of remediation in reading: (1) there must be a successful experience during the first instruction period and student strengths should be emphasized thereafter, (2) the child must be shown how he has been successful and toward what end, (3) remedial instruction must provide for transfer to contextual reading and should always culminate with an actual reading situation, (4) remediation should result in the development of basic reading skills, (5) a child's program of remediation should be changed with his changing needs, (6) goals should be developed by the teacher and the student together for lessons and for the entire remedial program, and (7) remediation involves cooperation among all of the school staff and the parents.[28]

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[27] Albert J. Harris, How to Increase Reading Ability (5th ed.; New York: David McKay Co., 1970), pp. 281-314.

Arthur Gates listed the following elements as necessary for remediation in reading: (1) material should be chosen according to the interests of the student, (2) material covering most children's interests should be made available so that students can expand their interests, (3) materials should be supplied to students based upon their reading levels, (4) materials should be of various literary types, (5) a great amount of easy reading should be provided, (6) the student should never be made to attend remedial class in place of enjoyable school activities, (7) pupils should be helped to become aware of a need for reading, (8) care should be taken so as not to stigmatize students by remedial instruction, (9) sufficient time should be allowed to provide a well-rounded remedial program, (10) the teacher should have sufficient time for planning remedial work and for supervising students, (11) students may receive remediation in groups or as individuals, (12) the teacher must know when a student is not ready for remediation and must work for favorable conditions, (13) students must be shown improvement by means of some visual measurement, (14) diagnostic/prescriptive methods must be used, (15) the teacher's attitude must be cheerful and encouraging, (16) the teacher should help the student avoid frustration, (17) short, varied exercises and activities are best for remedial students, (18) if a method or material does not produce positive results after several trials, it should be dropped, (19) supervised practice of skills should be continued until mastered, and (20) students must be motivated to read widely.[29]

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[28] Robert M. Wilson, Diagnostic and Remedial Reading for Classroom and Clinic (2nd ed.; Columbus, Ohio: Charles E. Merrill Pub. Co., 1972), pp. 146-47.

The United States Office of Education listed eight characteristics which have been found in successful Title I reading programs: (1) systematic planning by the school staff and parents, (2) objectives which are clear, (3) treatment which is intense enough in amount of time and sufficient staff/student ratio to have impact, (4) individual diagnosis and prescription, (5) flexibility in grouping for both individual and group work, (6) close coordination of the Title I program with the regular school reading program, (7) a structured program approach, and (8) parental involvement.[30]

Recommendations for Teaching Reading to Indian Students

Specific recommendations have been made for the teaching of reading to American Indian children. Ralph Robinett, known for his work on the Miami Linguistic Readers, stressed that there is wide diversity among American Indians in their ability to use the English language. He felt that teachers need to use approaches which are best suited for their students. He recommended that teachers should draw from several approaches in order to obtain a comprehensive and controlled program. Some of the approaches from which a program could be formulated are the language-experience approach, the second language approach, and the sound-symbol correspondence approach.[31] Mickelson and Galloway also suggested the use of the language-experience approach to reading for Indian students.[32] Fearn recommended the use of the language-experience approach for Indian students and reported on the results of its use on the Navajo reservation. He reported that at Likachukai, on the Navajo reservation, the language and environment of the children are capitalized upon for reading instruction and desirable results have been seen.[33]

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[29] Arthur I. Gates, The Improvement of Reading: A Program of Diagnostic and Remedial Methods (3rd ed.; New York: Macmillan Co., 1947), pp. 120-37.

[30] National School Public Relations Association, Compensatory Education: What Works to Help Disadvantaged Pupils (Arlington, Va.: National School Public Relations Association, 1973), pp. 29-30.

Mary Miller suggested that Indian children who need remedial reading should begin with intensified remedial work in oral English.[34] Miles Zintz,[35] Bernard Spolsky,[36] and David Gold[37] recommended that, where bilingual education is applicable, Indian students should learn to read first in their native languages.

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[31] Ralph F. Robinett, "The Teaching of English Reading to American Indian Children," English for American Indians (Spring, 1970), 1-11.

[32] M. I. Mickelson and C. G. Galloway, "Cumulative Language Deficit Among Indian Children," Exceptional Children, XXXVI (1969), 187-90.

[33] L. Fearn, "Report of Three Pilot Studies into Initial Reading: Navajo Children," Elementary English, XLVIII (November, 1971), 390-94.

[34] Miller, "Teaching English to Indians," pp. 193-97.

[35] Miles V. Zintz, "What Classroom Teachers Should Know About Bilingual Education," in Bilingual Education for American Indians, ed. by Bureau of Indian Affairs (Albuquerque, New Mexico: Bureau of Indian Affairs, 1971), pp. 39-43.

[36] Bernard Spolsky, "Literacy in the Vernacular: The Navajo Reading Study" (paper presented at the Council on Anthropology and Education Symposium on Cognitive and Linguistic Studies, 69th Annual Meeting of the American Anthropological Association, San Diego, Calif., November 19, 1970).

[37] David A. S. Gold, "Affective Influences on the Reading-Language Arts Development of the Native American Students" (paper presented at the 17th Annual Meeting of the College Reading Association, Silver Springs, Md., November 1, 1973).

After having analyzed some of the beliefs and values encountered in the Scott-Foresman Basic Readers which conflict with Indian beliefs and values, Evelyn Evvard and George C. Mitchell strongly urged that the materials used to teach Indian children to read should reflect the culture of the Indian child rather than that of the middle-class, urban child. Some of the beliefs and values which were found to be in conflict were:

1. Life is pictured as child centered; to the Navajo life is adult centered.
2. Life is pictured as easy and safe; to the Navajo life is hard and dangerous.
3. The germ theory is expressed; to the Navajo good health comes from being in harmony with nature.[38]

Ernest Bulow[39] and Charles Hill[40] recommended the use of books by and about American Indians in the high school literature and reading classes. They contend that much enthusiasm emerges when Indian students read materials which concern their own culture. T. D. Allen also recommended the reading of materials written by and about American Indians and, in addition, suggested class discussions and peer group writing and emphasized the need to make reading interesting to the students.[41] Lorraine Webster and Mabel Schleif have prepared rebus readers for the early grades with content based on Indian folk tales in an effort to promote pride in heritage and to improve the English vocabularies of Sioux Indian children during the reading process.[42]

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[38] Evelyn Evvard and George C. Mitchell, "Sally, Dick and Jane at Lukachukai," Journal of American Indian Education, V (May, 1966), 2-6.

[39] Ernest L. Bulow, "Teaching Laughing Boy," English for American Indians (Spring, 1971), 19-24.

[40] Charles H. Hill, "Reading on the Reservation," Journal of Reading, XII (November, 1968), 125-28.

William Marquardt, University of Illinois, also stated that works concerning American Indians can be used to engage Indian students in the learning process. He suggested that selection of materials should be guided by the experience and background of the student, his linguistic limitations, and the need to portray minority persons with dignity and respect for their values.[43]

Arnold Griese, University of Alaska, pointed out that Eskimo and Indian students have difficulty engaging in abstraction and conceptualization in problem solving in school. He viewed this as a cultural matter. This difficulty inhibits reading comprehension. Griese stated that material which deals with the cultural setting of the Eskimo or Indian child should be used as reading material. When the child can relate emotionally to the story situation, his imagination can work in abstractions and may become involved in complex cause and effect thinking. The teacher will have to guide the students in the thinking process. Griese also suggested teacher-reading to the class as an important activity.[44]

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[41] T. D. Allen, "Reading as a Life Style," English for American Indians (Spring, 1971), 1-9.

[42] Lorraine Webster and Mabel Schleif, The Creation of Stories and Beginning Reading Material for Pre-School Indian Children in South Dakota, Final Report (Vermillion: University of South Dakota, 1972).

[43] William F. Marquardt, "Creating Empathy Through Literature Between the Members of the Mainstream Culture and the Disadvantaged Learners of the Minority Cultures," Linguistic-Cultural Differences and American Education-Florida FL Reporter, VII (Spring/Summer, 1969), 133-41.

Henry Pascual stressed the importance of recognition of individual differences among students, positive student-teacher interaction, and diagnostic teaching for Indian students who are learning to read.[45] H. L. Narang in "Improving Reading Ability of Indian Children," stated:

> While working with Indian children, it is important that the teacher understands them and accepts them, for these children have experienced repeated failure and have lost confidence in their ability. They need respect, warmth and understanding. The teacher should organize tasks for them which they can accomplish. Reprimand and ridicule should be avoided with praise and approval given frequently. . . . The curriculum content should be revised so as to include the cultural heritage of the Indians. . . . It is also important to have a variety of books available in the classroom . . . reluctant readers can be motivated to read through proper guidance. . . . Other activities like field trips should also be encouraged and there should be more opportunities for discussion in the classroom, to enrich the children's background. Such activities may stimulate their interests in reading and writing. . . . Teachers can increase their knowledge and competency. . . . It is their responsibility to see that children entrusted to them can read and do read so that they become productive members of society.[46]

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[44] Arnold Griese, "Focusing on Students of Different Cultural Backgrounds: The Eskimo and Indian Pupil-Special Problems in Reading Comprehension," Elementary English, XLVIII (April, 1971), 229-34.

[45] Henry W. Pascual, Reading Strategies for New Mexico in the 70's, Resource Guide Number 2 (Santa Fe: State Department of Education, 1972).

[46] H. L. Narang, "Improving Reading Ability of Indian Children," Elementary English, LI (February, 1974), 190-92.

Ruth Gardner emphasized the need to provide reading instruction based upon improving the Indian child's self-concept.[47] Gene Rich included the need to recognize individual differences among Indian children in regard to reading abilities and to take into account culture differences and characteristics of students.[48]

There are some characteristics of Indian children which have bothered teachers and will have to be dealt with positively by remedial reading teachers. Many Indian students hesitate to talk, answer questions, or participate in discussions in school. "Student silence characterizes much of what goes on in the formal schooling of American Indian children," stated Robert Dumont, Jr. Further, he stated that conditions of silence are resultant of the fact that teachers know almost nothing about the language or life styles of the students.[49] One of the important findings in a study done by Mark Berman was that Indian students assumed active roles in answering questions when the content in the course being taken was relevant and meant something to them.[50] Other characteristics of Indian students which may affect their reading achievement are their lack of being competitive and their shyness and hesitancy to respond for fear of being ridiculed.[51, 52] Dr. John Bryde who studied the school achievement of Indian students in South Dakota, saw many things about the school system which are contrary to the Indian culture. He was especially concerned about what he termed the "crossover phenomenon," the marked decrease in achievement of Indian students after they reach junior high. He felt that the increased awareness of students that they are Indian attributes to this decrease.[53]

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[47] Ruth Cogswell Anderson Gardner, "The Relationship of Self Esteem and Variables Associated with Reading for Fourth Grade Pima Indian Children" (unpublished doctoral dissertation, University of Arizona, 1972).

[48] Gene Rich, "Teaching Reading to the American Indian" (paper presented at the Annual Meeting of the International Reading Association, 1973).

[49] Robert V. Dumont, Jr., "Learning English and How to be Silent: Studies in American Indian Classrooms," 1969. (Mimeographed.)

[50] Mark L. Berman, "The Development of Proficiency in the Use of the English Language in Groups of Non-Western Indigenous Peoples Through Programmed Instruction: A Study in Applied Anthropology and Community Development" (unpublished graduate thesis, Arizona State University, 1964), p. 66.

Achievement Testing of Indian Students

The achievement testing of Indian students is another matter which should be considered. Judith Blanton pointed out that standardized achievement tests are culturally biased and that scores of Indian students are "dramatically depressed." Blanton criticized the use of standardized tests for Indian students and said that with them "educators are absolved of guilt and students' 'cultural deprivation,' 'poor communication skills,' or 'low motivation' is faulted" for their not achieving. Students are labeled as low achievers and their strengths are often forgotten.[54] E. Coston Frederick pointed out the serious

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[51] Mark L. Berman, "Some Considerations in the Education of Indigenous Groups in the Southwest" (a professional paper, 1965), p. 7.

[52] John F. Bryde, "The Sioux Indian Student - A Study of Scholastic Failure and Personality Conflict" (unpublished doctoral dissertation, University of South Dakota, 1966).

[53] Ibid.

[54] Judith Blanton, "Test Results and Their Educational Implications for Indian Children," 1970. (Mimeographed.)

limitations which standardized reading tests have, regardless of who is taking the test.[55]

Summary

The principles and necessary elements of remedial reading, along with the special considerations and recommendations which should be taken into account when working with Indian students, are aspects which should be included in the planning of remedial reading programs for Indian students. The problem of reading deficiencies among Indian students cannot be ignored.

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[55] E. Coston Frederic, "A Monster in Our Midst," *Journal of Reading*, XVI (October, 1972), 10-14.

[56] National Advisory Council on Indian Education, *First Annual Report*, p. 36.

In the professional literature, oral language practice, use of Indian-culture materials and the language-experience approach are recommended over and over again for use with Indian children in reading and language arts instruction. A recent article says:

> Studies of Native American children's productive language patterns, either in the Indian language or a local dialect of English, would help equip teachers to work effectively with these children.
>
> Implications for teachers of Native American children are that more school time should be provided for them to practice speaking English; reading books should be withheld until language proficiency develops; and the instructional program should combine language experience and children's literature approaches.
>
> First, children must hear from many different models the language they will later learn to read. Children hear language when listening to stories, watching films or story dramatizations, and listening to classroom visitors.
>
> Next, children must use language for expression and for thinking. They must listen to each other and talk about what they do, hear, see, feel, or think. They use language for thinking when they respond to "what if" or "I wonder why" questions.
>
> Language usage is promoted in a classroom where there are many things to manipulate, explore, build, take apart, or examine, and where there are opportunities for playing, talking, singing, and body movement. These reading and language activities should be laden with Native American cultural experiences.
>
> Then children should provide language for reading. Someone should write down words they have said. These words become the captions under pictures, the labels for things they made, and charts of books they will read.
>
> Finally, children read each other's productions because the words are their words. The written language produced by children is real and meaningful to children.
>
> After many experiences and much practice with language, children discover that many of their words and structural patterns are in other books. Then they are ready to start learning to read the language that other prople have produced for them to read.

Simpson-Tyson, Audrey K. Are Native American First Graders Ready to Read? The Reading Teacher, vol. 31, (April, 1978), pp. 798-801.

THERE IS AN INDIAN ENGLISH

There is such a thing as Indian English. It may vary from reservation to reservation, but there also is a common thread to it. Take for example the word "ennit" which means "isn't that right." There are certain intonation patterns. There is a tendency to drop sounds such as the ing sound at the end of words. There is a tendency to add sounds such as making "heel" out of "hill". There is confusion in the use of tenses, for example, the use of "sent" in all cases, even when "send" should be used. Then there are aspects which are unique to certain reservations such as the use of the "t" sound in the place of "th" at Turtle Mountain. There is such a thing as Indian English and teachers should be aware of it and watch for it. They should not necessarily correct it as there are many other aspects of language which should be worked on first, namely, giving students confidence in speaking out, understanding what reading is all about, etc., but teachers should know which aspects of the language of the children may be cultural and, therefore, make them the unique people they are.

READING SHOULD FOLLOW LANGUAGE PROFICIENCY

Most teachers in the Aberdeen Area feel their children have enough English to start reading. The caution is, however, to be sure that the students are well prepared for any reading they might have to do. Sufficient time should be spent to learn vocabulary items and to learn of things they are to read about before they read and to discuss and learn more about after they read.

USE OF BASAL READERS

Most schools of the Aberdeen Area use a basal reading series. Most of the teachers feel most comfortable using basal readers. Teachers should guide the programs, however, and not be led by the reading programs. Some readers include alot of subskill practice such as putting the accent on words, etc. Sometimes too much time is placed on isolated subskill work of this type, especially in so-called individualized programs where they are using this type of material. This is not to say that these skills are not important, but they are not as important as actual reading, decoding and comprehending practice within a meaningful context. Teachers may also have to have her students read fewer selections in the basal, selecting only those which are most meaningful and preparing the students well for reading those.

ORAL LANGUAGE DEVELOPMENT AND THE LANGUAGE-EXPERIENCE APPROACH

Children whose language and background differ from that of school and the materials of instruction often become students in need of remedial help. To try to prevent this, the teacher must provide many opportunities for these children to hear and respond to language. This will help the children become aware of various language forms and should increase their vocabularies. Most importantly, the teacher will want the children to feel good about using language and about themselves so that they are affectively ready to receive further instruction. Specifically, the teacher should demonstrate acceptance by:

> Responding to the language of the child without initial correction.
>
> Responding to the child's thoughts with enthusiasm regardless of his language form, keeping in mind that his language is different, not deficient.
>
> Not repeating the child's response in a correcting effort.
>
> Permitting the child to write his language without correction.

For oral language development, the class should discuss things that happen to them. Language should be linked directly to experiences of the children. The names and uses of things in the classroom should be discussed. To broaden children's experiences, special class activities should be provided including class projects, field trips, movies, etc. The children should be read to every day. There should be discussion of the material with the teacher and with other children. Other opportunities for oral language development should be provided through the use of records, toy telephones, dramatization, etc. The teacher should serve as a model, using correct standard language forms.

ORAL LANGUAGE DEVELOPMENT MATERIALS

Language Master
Bell & Howell Co.
7100 N. McCormick Road
Chicago, Ill. 60645

Dolch Teaching Aides - Picture Readiness Game
Garrard Press
Champaign, Ill. 61820

Palo Alto Sequential Steps in Reading
Harcourt, Brace & Javonovich, Inc.
7555 Caldwell Ave.
Chicago, Ill. 60648

Building Pre-Reading Skills: Kit-A-Language
Ginn & Company
450 West Algonquin Rd.
Arlington Heights, Ill. 60005

Non-Oral Reading Series
Primary Educational Series
1243 W. 79th Street
Chicago, Ill.

Peabody Language Development Kits
American Guidance Service, Inc.
Publisher's Building
Circle Pines, Minn. 55014

Teaching Reading Through Creative Movements
Kimbo Educational Records
Box 55
Deal, New Jersey 07723

Visual-Lingual Reading Program
Tweedy Transparencies
207 Hollywood Ave.
East Orange, New Jersey 17018

Invitations to Story Time
Scott Foresman & Co.
433 E. Erie Street
Chicago, Ill. 60611

Word Theater
Barnell Loft, Ltd.
958 Church Street
Baldwin, N.Y. 11510

The teaching of reading and writing using the language-experience approach is based upon the premise that children can learn to read and write their own languages with greater ease than they can read or write the language of school and its texts. The teaching of reading and writing demands the same attention to the sincere acceptance of the child and his language with the correcting of errors being made by providing models of correct work and by helping children to find their own mistakes when they are ready. The language-experience approach is recommended for use with Indian children because it does not require standard English as a basis for success. Neither does it require the child to read material and vocabulary which is sometimes foreign. Rather, the material comes from something which the children, themselves, experience. The language-experience approach is a total language approach in that students listen, speak, read and write in the same lessons. The teacher teaches sight words and phonics, utilizing the children's words for instruction.

Suggested Steps for Language-Experience Approach

1) The teacher presents a topic or asks the children for a topic after they have become familiar with the procedure. (The teacher may have the children draw a picture in relation to the topic at this point to help them think about the topic.)

2) The teacher leads the children in discussing the topic. The teacher must be careful to make sure everyone gets involved, maybe not all on the same topic, but regularly.

3) From the discussion the teacher helps the children extract some important points, a few at first, more later. "Now what did we say about _______. Tell me again and I'll write it down." She writes it in their words. She tries to write it in logical order to make a story.

4) While writing, the teacher talks informally with the children about words, names of letters, beginning sounds, ending sounds, sounds in between, capitalization, punctuation. This is done on a gradual basis. First you would just want them to know that their ideas can be written into words and then gradually introduce new concepts.

5) The language-experience story is read by the teacher to the children and "read" by the children together with the teacher leading them.

6) The language-experience story is left up where the children can see it for the day or longer, depending upon how the children respond or upon the topic, etc.

7) The story is reviewed by the class later in the day.

8) The teacher may have the children copy the story and draw an illustration for it.

9) The children may take the stories home to "read" to their parents or some may be bound into books. The children are treated as authors of books that they and others can read and enjoy.

10) The books are read from time to time.

11) As the children progress they should begin finding words that are alike, words that begin alike, words that begin like their names, etc.

12) Flash cards can be made for words which have been used in language-experience stories.

13) The teacher will have to lead the students into phonics and structural generalizations. Many teachers feel they have to utilize a phonics text to supplement the program.

14) The teacher should regularly invite small groups to read with her books they did not write. This is especially valuable if some children are able to recognize a few words. They begin to see what other people have written for them to read.

15) Both the class or child written books and trade books should be readily available for the children to review.

16) Lists of words used are kept and note is taken of students' mastery of those words or problems with them. Words are reviewed in games, on charts, and in other activities. Children should have their own word lists.

Independent Writing

1) Select an incomplete sentence which is appropriate for the class and teaching situation, for example: "I like to ________.

2) Engage the children in talking about things they like to do.

3) Write on the chalkboard in large letters, I LIKE TO:
Talk about these words.

4) Ask each child to make a crayon drawing of something he likes to do. Ask him to leave space at the bottom of the page for writing. He might fold his paper so he has a guide to his coloring space and his writing space.

5) After the picture is completed, the child copies the incomplete sentence from the board and asks the teacher for help on the word or words he needs to complete it. The teacher can write the necessary words on a strip of paper for the child to copy or write the word on the picture for children who may be having difficulty with copying.

6) The pages are put into a book called the "I Like to" Book, etc.

7) After a few experiences using incomplete sentences which are completely open-ended, the teacher may utilize and reinforce initial consonants such as in, Look at the d___________.

Topics:

- Weather
- community activities
- items in the room
- athletic events
- events in the children's lives
- television characters
- a story they have heard
- pictures
- special holidays
- special classroom or field trip experiences
- incomplete sentences "I like to," "I like to go __________." etc.

The language-experience approach can be used for science lessons, social studies lessons, etc. As questions arise, students can be shown how to use resource books to find the answers, how to spell words, etc. The words used and learned become the class spelling list.

Students may be grouped according to need. Activities should be established to develop oral and silent reading skills and comprehension skills.

Ideas adapted from:

Learning to Read Through Experience by Doris M. Lee and Roach V. Allen
Appleton-Century-Crafts

There should be a great deal of reading to the students, again preparing them well for the content of the story. There should sometimes be reading of the same book over and over to the little ones so that they memorize the book as little ones do who are read to at home. This is being recommended as a part of a more "natural" and easier transition into reading at school.

Appendix A

BASIC WORD LIST

250 Words of Highest Frequency in Our Language
Selected by Richard Madden and Thorsten Carlson

a
about
after
again
all

along
also
always
am
an

and
another
any
are
around

as
asked
at
away
back

be
beautiful
because
bed
been

before
best
better
big
book

boy
boys
brother
but
by

called
came
can
car
children

Christmas
city
cold
come
comes

coming
could
country
day
days

dear
did
didn't
do
dog

don't
door
down
each
eat

enough
ever
every
father
few

find
fire
first
five
for

found
four
friend
from
fun

gave
get
getting
girl
girls

give
go
going
good
got

great
had
hard
happy
has

have
he
heard
help
her

here
him
his
home
hope

house
how
I
if
in

into
is
it
just
keep

kind
know
large
last
left

let
letter
like
little
live

Some teachers of language-experience want to be sure they are including the most used words and therefore connive to include these words in language-experience stories.

lived
long
look
looked
made

make
man
many
may
me

men
money
more
morning
most

mother
much
must
my
name

never
new
next
nice
night

no
not
now
of
off

old
on
once
one
only

or
other
our
out
over

people
place
play
pretty
put

ran
read
ready
right
room

said
saw
say
school
see

she
should
side
small
snow

so
some
something
soon
started

stay
still
summer
sure
take

teacher
tell
than
that
the

their
them
then
there
these

they
thing
things
think
this

thought
three
through
time
to

today
told
too
took
town

tree
two
until
up
us

use
used
very
want
wanted

was
water
way
we
week

well
went
were
what
when

where
which
while
white
who

will
winter
with
work
would

write
year
years
you
your

Appendix B

RELATIONSHIP OF
COMMUNICATION S

Bond, Guy L., and others. Pre-Pri
Us, Fun with Us, with Teac
& Carnahan, 1954, pp. 18-1

Language Facility. Language i
portant readiness factors that
entering school, the children h
which differ widely in the qu
opportunity to use language.
have not had stories read to t
may lack story sense; some
some have difficulty in expressi
some have inaccurate pronunc
children have never had the
selves to groups of children.
will profit from activities which
to tell stories, to formulate seq
pate the outcomes of stories.

McKee, Paul, and others, Teacher
Houghton Mifflin, 1957, pp. 4

The Language Arts. The moder
instruction in a group of subj

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LANGUAGE EXPERIENCE IDEAS FOR BEGINNERS

1. Daily newspaper. Teacher transcribes news items on board. Items given by children from school, community or home. Sometimes later dittoes for class to illustrate. When children are able they copy the items from the board. Newspapers are taken home. Children are excited as they "can read." Class newspaper has a name.

2. Greeting cards for special holidays.

3. Use picture series. Have children tell what is happening. Transcribe and have children copy and illustrate.

4. Plan a field trip. Discuss in class before and after trip. Have a co-operating fourth grader act as secretary to transcribe stories about the trip.

5. Thank you letters and Get Well letters for sick classmates.

6. Child completes sentences: I'd like to go _ _, When I grow up, I'd like to be _ _, I like to _ _, I am special because _ _. Each sentence has an illustration. Sentences with illustrations are placed in book or booklet. Old wallpaper books are good for keeping children's works. Copies of the book can be "published."

7. Use rebus characters in some writing.

8. Have the children compose simple poems after they have made a list of rhyming words.

9. Science study can include discussions about the temperature, weather, stars, planets, the earth, etc. Dictation of major points by students and written on the board. Poems about topics may add to lesson. Temperature and weather are noted and recorded every day in the class newspaper. Use various books and materials in lesson to show children how they are resources for learning.

10. Math can include numbers in temperature, date, number of children present, number of a certain item in the room, last night's basketball game scores.

11. Write stories on special topics, holidays, community events, etc.

12. Theodore Jamerson School students contributed simple recipes to a school cookbook.

Using the children's own words, the various aspects of language are taught, sounds of letters, contractions, possessives, syllables, punctuation, vocabulary, grammar, etc.

The teacher keeps a list of the words used so that she has a record of skills taught. The words and written materials are reviewed as necessary. Because they are the children's own words, there should not have to be as much repetition for mastery.

The thing that bothers teachers about the language-experience approach is that there is no text, no teacher's manual to follow. Some teachers utilize a supplement series to teach phonics, etc.; although it violates the principles of the language-experience approach, some teachers feel more comfortable with it.

ADDITIONAL ACTIVITIES FOR OLDER STUDENTS

1. These students should keep a journal. These papers are not usually read or corrected by the teacher unless the student requests it.
2. Create comic strips or cartoons.
3. Write articles, poetry for local newspapers or newsletters. Have class publish their own newspaper.
4. Utilize the cloze procedure and have the students write and fill in the blanks.
5. Note the names of people who figure on the front page of the newspaper over and over for a week. Write short paragraphs about them.
6. Complete paragraphs beginning "Happiness is - -, If I were - -, If I had - -.
7. Write short papers about local people, about t.v. characters, about members of the basketball team.
8. Start a pen pal letter writing project for students.

When students start writing for themselves, encourage them to use the dictionary. Do not discourage them from writing what and how they wish to write. Keep track of their mistakes and provide models of correct work and activities for correction. If corrections are made on a student's work, the teacher should work with the student to have him find his own errors when he is ready. Work on correcting only a few errors at a time.

LANGUAGE-EXPERIENCE ACTIVITIES FOR HIGH SCHOOL STUDENTS

1. Dictation of sentences, short paragraphs and short papers. Students' punctuation, spelling, paragraphing, etc. is compared with correct copy and there is a discussion of items. Students correct their own work immediately. Keep record of errors of students and provide models and exercises for correcting. Elicit sentences from students about suggested topics for material. Much better than trying to correct long themes, although themes should be written.
2. Have the students listen to popular records and write down the lyrics. Discuss the various aspects of language, sentences, phrases, etc.

3. Have the students watch the teacher compose at the board or on the overhead projector after a topic has been suggested by the class.

4. The Foxfire concept is an excellent approach. Crazy Horse School at Wanblee on Pine Ridge has published a beautiful book about the community.

5. Have the students write themes or research papers on popular singers, t.v. personalities, other topics of high interest to them.

6. Have the students watch for and clip items about Indians from the newspaper for the bulletin board. Makes students aware of Indian news and helps them become interested in the newspaper. Have them bring in news items from home.

7. Have the students survey newspapers for articles written about teenagers. Are there more good or bad things written about them? Have them write papers about their findings.

RESOURCES

Veatch, Dr. Jan
Key Words to Reading
The Language-Approach Begins
Charles E. Merrill

Lee, Doris M. and Allen, Roach Van
Learning to Read Through Experience
Appleton-Century-Croft

Teachers' Resource Guide
Language-Experience Communication
Houghton-Mifflin

Thomas, Nellie
Let the Children Do the Work
Manual for Let's Be Language Detectives
Open Court Publishing Co.

Cole, Natalie
Arts in the Classroom (Chapter on Writing)
John Day Co.

Stauffer, Russell
The Language-Experience Approach to the Teaching of Reading
Harper and Row

Pienaar, Peter T.
Breakthrough in Beginning Reading: Language Experience Approach, The Reading Teacher, vol. 30, no. 5 (February, 1977), pp. 489,96.

LANGUAGE EXPERIENCES IN READING

CONCEPTS FOR THE CHILD

1. I can think about what I have experienced and imagined.

2. I can talk about what I think about.

3. What I can talk about I can express in some other form.

4. Anything I record I can recall through speaking or reading.

5. I can read what I can write by myself and what other people write for me to read.

6. As I talk and write, I use some words over and over and some not so often.

7. As I talk and write, I use some words and clusters of words to express my meanings.

8. As I write to represent the sounds I make through speech, I use the same symbols (letters) over and over.

9. Each letter of the alphabet stands for one or more sounds that I make when I talk.

10. As I read, I must add to what an author has written if I am to get full meaning and inherent pleasure from print.

CONCEPTS FOR THE TEACHER

11. The basis of children's oral and written expression is their sensitivity to their environment both within the classroom and in the world at large.

12. Freedom in self-expression-oral and written-leads to self-confidence in all language usage including grammar, punctuation, capitalization, and spelling.

13. A natural flow of language develops in children engaged in programs of instruction based on personal patterns and meaningful vocabulary.

14. Interaction, the only process through which language matures, is promoted through the use of numerous activities, experiences, and devices.

15. Utilization of the child's own language as one of the bases for reading instruction results in a high degree of independence in writing and reading.

CHARACTERISTIC DIFFERENCES IN TWO TYPES OF READING INSTRUCTION

	Open	Closed
1.	Centered in the learner's recognizing that his speech can be recorded in print.	Centered in skills of reading print.
2.	Emphasis on developing reading skills as a part of the total language experience -- the same emphasis on writing and speaking as on reading print.	Emphasis on teaching a sequence of reading skills.
3.	Subject matter emerges within the classroom as children record their own thinking through writing and other media. Organized skill-reading material is used to evaluate levels of achievement.	Subject matter selected and organized prior to the teaching situation.
4.	Reading instruction program controlled cooperatively by learners, teacher and "readers" during the learning situation.	Reading instruction program controlled by the "readers," the teacher, and other external authorities.
5.	Emphasis upon building habits and skills of reading as integral parts of larger experiences, especially aspects of communication.	Emphasis upon teaching specific habits and skills as separate aspects of learning.
6.	Emphasis on improving understandings of what reading is and how it is used in the process of learning.	Emphasis on improving methods of teaching specific habits and skills.
7.	Emphasis upon variability in exposures to learning situations and variability in the results expected and achieved.	Emphasis upon uniformity of learning results for minimum standards. Enrichment beyond for some.
8.	Judging pupil progress by observing development of self-expression, interest in reading and writing, and use of specific reading skills.	Judging pupil progress by testing ability to use specific reading skills.

concerning individual students with the more serious reading problems.

EARLY IDENTIFICATION

Much has been written about the possibilities of early identification of children who are not likely to pass successfully through the school program without serious problems. Most first grade teachers feel they can identify these children early in the school year. Their oral language skills, their auditory discrimination skills, and their visual discrimination skills often are deficient. de Hirsch[12] has produced interesting data concerning the possibilities of early identification. Her index, currently undergoing further analysis, is unfortunately too complicated for large scale classroom use.

Program adjustments for these children can be of several kinds. First, a child may be placed in a modified kindergarten program which will provide developmental experiences as well as an additional year of mental and physical development. Second, a child can be put into an intensified readiness program designed to stimulate his strengths and to provide practice in areas of identified weaknesses. Third, a child can be channeled into a modified reading program which stresses the use of language experiences as opposed to traditional reading programs. In such cases, formalized reading is withheld until a child operates easily with language experience stories. Practice with readiness skills is provided from the material developed in the experience stories.

Of the three approaches, this author strongly recommends the third. It is closely related to the actual reading process; it stresses the child's natural strengths (ability to think and to talk); and it allows for easy and natural transfer to other types of reading programs.

Techniques suggested in the following chapters can be utilized for early identification and for program adjustments which have been recommended.

ACCEPT AND CHALLENGE

Throughout our efforts in working with children who are having

---

[12] Katrina de Hirsch, Jeanette Jansky, and William Langford, *Predicting Reading Failure* (New York: Harper & Row, 1966).

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ESSENTIALS FOR REMEDIAL PROGRAMS

Cognitive

- Diagnosis and prescription
  - Starting with the child where he is, level, culture, language
  - Alternative approaches
  - Practice - decoding and comprehending
  - Expanding vocabulary and experiences
  - Consistency of Treatment

Affective

- Motivation
  - Never stigmatize students
  - Acceptance of the child, his culture
  - Displaying "can do it" attitude
  - Success experiences, instructional level, help students avoid frustration
  - Child's interests
  - Praise, immediate feedback, show the child how he has been successful and toward what end
  - Variety, gaming
  - Likes and dislikes in materials
  - Transfer to actual reading situations
  - Parental involvement

  - Staff/student ratio
  - Sufficient instruction time
  - Teacher planning time
  - Trained personnel

Comprehension is a big problem. Here are some helps.

Inability to Use the Dictionary

1. Teaching a thorough knowledge of the alphabet
    a. Sequence
    b. Alphabetizing
    c. Phonic sounds; structural analysis
2. Teaching proper use of the dictionary, its values
    a. Explanations
    b. Pictures
    c. Pronunciations
3. Practicing and drilling in locating entry words
4. Materials designed to promote dictionary skills:
    a. David Discovers the Dictionary
    b. Spelling aid exercises, Mr. Spello

Teaching, Outlining and Summarizing

1. Paraphrasing the main thoughts of a selection
2. Experience stories
3. Planning group activities, units, projects
4. Classifying lists of objects
5. Using materials with which pupils are given a great deal of help to begin with, progressing to independent work
6. Teaching study techniques: SQ3R
7. Partial outlining to be completed
8. Presenting facts to be unscrambled
9. Planning dramatizations, play writing, etc.

Doesn't Know How To Study

1. Developing techniques for developing skill in proficient reading, adjusting rate to purpose of material
2. Encouraging use of study techniques, SQ3R, etc.
3. Motivating interests to establish reason for thorough reading and comprehension
4. Providing study guides to orient reading of selection to retain main thoughts
5. Oral quiz sessions among pupils
6. Teaching use of reference materials, library sources; local, state, and national sources of information

Inability to Retain Information Read

1. Using easier material
2. Capitalizing on an interest or choosing material with a surprise ending.

(continued)

3. Using a variety of novel motivational techniques to arouse interest
4. Teaching study habits and skills through formulas such as SQ3R
5. Games, exercises, that have the child relate by recall and inferred meaning what he has read
6. Providing guided reading for specific purposes
7. Using material, methods, techniques that provide for cultivation of comprehension skills
   a. Reader's Digest Skill Builders
   b. SRA
   c. Merrill Linguistic Readers, etc.

Can't Locate Specific Information - Skimming

1. Providing for much practice, guided by suggestions or for answers to specific questions
2. Using the table of contents, index
3. Practicing skimming with a great variety of materials and for varied information is recommended
4. Teaching study techniques, SQ3R
5. Classifying information exercises with a follow-up discussion
6. Dramatization of story with structured questions for review

Reading to Follow a Sequence of Events

1. Using experience stories
2. Methods and technique to unscramble and organize pictures or events properly
3. Beginning with limited events and progressing to more difficult material
4. Dramatizing or play acting
5. Building or making activities; models, recipes, etc.
6. Presenting unfinished stories to be completed

Learning How to Follow Directions

1. Drilling in a variety of ways to emphasize following directions, both silent and oral reading
2. Using activities and interested to capitalize on necessity for following directions; models, recipes, etc.
3. Providing concrete material as results that can be seen by the child after following directions correctly:
   a. Teaching machines
   b. Programmed reading
   c. Games
4. Making certain the teacher is giving the directions clearly and concisely

Learning to Recognize Implied or Inferred Meanings

1. Using techniques and methods that get child to relate the meaning of selection in his own words and to anticipate outcomes from facts presented:
   a. Science experiments

(continued)

    b. "Finish the story" approach
    c. Use of tape recorder with follow-up exercises to react to selection
    d. Paraphrasing after reading selection
    e. Establishing study habits
    f. Sequential order of selection
2. Using material easy for understanding, progressing to more difficult

How to Develop Critical Reading Ability

1. Using newspaper and TV ads to point up kinds of propaganda and how facts can be twisted
2. Comparing different newspaper accounts of the same news events
3. Evaluating different author's opinions on one particular subject and the author's qualifications on such a topic
4. Judging the relevance of statements of a given selection
5. Developing one's own creative ability and enhancing one's own critical judgment enables you to teach your student to be more sensitive
6. Encouraging investigating: experimenting, reasoning

Inability to Adjust Reading Rate to Purpose

1. Teaching SQ3R techniques for adjusting rate to specific purpose or some similar approach
2. Controlled reading exercises
3. Using study guides
4. Stressing comprehension rather than speed when both are weak
5. Providing in general classroom situations for a variety of needed reading rates

Lacks Interest in Special Reading and Taste Development

1. Stimulating the child to read in some fashion
    a. Interest centers with appropriate materials
    b. Book displays
    c. Interest inventories
    d. Free reading programs
    e. News events, sports
    f. Poetry, play reading, and writing
    g. Provide working and doing materials whereby the child must read, follow directions in order to successfully complete a project
2. Providing materials to stimulate varied interests on his reading level
    a. Literature samples, etc.
    b. Materials for the reluctant reader

Inattention to the Reading Task

1. Teacher attention to planning lessons will often provide most important key
2. Providing materials on the child's reading level; instructional
3. Using highly motivational materials
4. Featuring active participation on the part of the child in activities for stimulating interest

IT WORKS FOR ME

When it comes to teaching reading comprehension, some teachers play favorites. Over several years of teaching, many teachers have developed and refined some preferred ways of helping students improve their skills in reading comprehension.

Here is a sampling of some of the techniques and strategies of teaching reading comprehension described by experienced educators who were asked. "What is one of your favorite ways of teaching reading comprehension?"

The Retelling Technique

"Tell me everything you can remember about the story." That simple direction just after a student finishes reading is one way to find out how much students know about what they have read. But there is more, according to Yvonne Siu Steinruck of the Boulder Valley (Colorado) Public Schools, a proponent of the retelling technique.

When children stop or hesitate, ask for more. Say things like "Is there anything else you can remember?" "Go on." "What else happened?" Then after children finish telling all they can remember, follow with more specific questions, so they have a chance to expand or clarify what they said. Whenever appropriate, ask children to give reasons for their answers.

What is the greatest difficulty in using the retelling technique? Dr. Steinruck says the technique works best if teachers practice "judicious silence." "Teachers have to practice active listening. They have to wait patiently and quietly without interjecting a comment or a question. And that's more difficult than it sounds. Interruptions can destroy a student's train of thought, especially if a fresh question is asked while a student is still thinking about how to answer the teacher's last question."

Operation Rewrite

How is the second sentence like the first? (1) The weary traveler slept soundly on the none too steady bed. (2) The unwatered plant withered noticeably on the sunlit ledge.

Sentence two is a "rewrite" of sentence one. The nouns are different and so are the modifiers, but the syntax is the same–a noun is used where a noun appeared, modifiers replace modifiers.

Christine W. Lucas of McGill University, who developed this substitution technique, calls it "operation rewrite." She has used it successfully with secondary and junior college students who were having a difficult time learning to write.

"It's a technique that calls for a great deal of creativity on the part of the students," Dr. Lucas says. "Students are forced to try to understand how individual words fit together to produce meaning."

Dr. Lucas notes that teachers who systematically use rewriting as a part of their teaching may not have to teach grammar as a separate subject because students learn the rules of grammar by using them..

Children as Co-Authors

"As children realize that they can use their own experiences to add new meanings to words on a printed page, they really start thinking about what they're reading," says Glenda Lofton, elementary supervisor for the Louisiana State Department of Education and developer of a comprehension technique called "co-authoring."

Co-authoring is a technique based on the idea that children can learn to identify relationships inherent in language (Dinnan, J.A. and Lodge, R.A. *Communication: A Meta Theory of Language)* and then use those relationships to change or to add new ideas to something they have read (Torrance, E.P. *Encouraging Creativity in the Classroom).* "Children quickly learn that as soon as they see how an author uses language relationships, they can jump right in and extend or go beyond what the author said," Dr. Lofton says. "In that sense, children really become co-authors."

To use co-authoring to develop comprehension skills, children first read a selection and then are invited to ask "what if" questions about (1) matter–things that can be identified by the senses; (2) time–references that tell when something happened; (3) space–where an event occurred; and (4) amount–how much or how many. To teach children how these language relationships work, Dr. Lofton suggests starting with simple sentences. For example, in the sentence, "The dog barked at the man," children might ask, "What if 'dog' changed to 'Doberman'?"–a matter change. Time would change if the past tense changed to the year 2579; changing "the dog" to "fifty dogs" changes amount; or a spatial relationship could be introduced by putting the dog in a passing car.

Teaching children to identify the language relationships in a story takes a little practice, according to Dr. Lofton, but once they learn, she says, children can use these relationships to embellish what they read or to create entirely new stories.

Brain Pictures

"If you're interested in improving reading comprehension, encourage children to make pictures in their minds as they read," suggests Margaret Jensen, Title I coordinator at Sherman Elementary School in Madison, Wisconsin.

Once children get the idea that they can use their minds to make pictures of things, they can begin to practice making mental images or "brain pictures," as Ms. Jensen calls them.

Practice begins by inviting children to try to visualize a few specific things–a toy, a place they like, or a special happening. Then, in small groups, children can talk about their own brain pictures and listen to the descriptions of others.

After this introduction to visual imagery, children can begin to form mental pictures of stories they read or listen to. For example, before beginning to read a story, a teacher might ask children to "make pictures in their heads" as they listen to the words. As the reading continues, teachers can occasionally stop to pose questions, but not to seek answers. "If I read, for example, 'All along the meadow where the cows grazed,'" Ms. Jensen explains, "I might stop to ask 'What kinds of plants do you see growing in the meadow? and 'What color are they?' The questions are meant to give the children a little boost as they work to make their pictures."

In choosing materials to read to children, Ms. Jensen believes that, at first, those with less elaborate descriptions work best. A passage that mentions a door, for example, is better than one that describes an old wooden door with shiny brass hinges. "If the material you select to read is already rich in imagery, children will simply parrot the words you read when you ask them to describe what they see. And that's exactly what you don't want. You want them to describe *their own* images," Ms. Jensen says.

Guinness Guess

How large was the world's largest hamburger? With some help from the *Guinness Book of World Records*, secondary school students are learning how to answer those kinds of questions while expanding their vocabulary in the process.

Nearly 1000 ninth-grade students in Indianapolis regularly played "Guinness Guess," a technique for teaching students how to use context clues to determine the meaning of words.

Guinness Guess was developed by teachers and staff of the Intensive Reading Lab, a secondary school reading program that emphasizes thinking strategies. The technique was developed because teachers found that direct instruction in using context clues to discover word meaning "got to be pretty dry and formal," according to Karin Saurini, project director. "We were teaching rules," Mrs. Saurini said, things like 'Look for a defining phrase next to a word you don't know.' But with this approach we found many students either didn't remember the rules or weren't interested in learning them."

To use Guinness Guess, teachers develop questions that can be answered by using the *Guinness Book of World Records*. Answers usually contain a word unfamiliar to most students–a word that requires them to make a reasonable guess about its meaning.

"The word 'circumference' pops up when students try to answer that question about the world's largest hamburger," Mrs. Saurini says. "And when I ask them, 'What tipped you off about the meaning of the word?' they can usually point to a couple of other words and say, 'Well, they're talking about how big around a hamburger is, so I figured that circumference meant the same as how big around.'"

According to Mrs. Saurini, Guinness Guess is a motivational way to get students involved in developing their own strategies for recognizing context clues. As an added benefit, teachers find that students do more than the reading required to answer a question. Mrs. Saurini noted, "Once they answer a question, many students start in on 'surreptitious reading'-a practice we do nothing to discourage." ⌶

"If you're interested in improving reading comprehension, encourage children to make pictures in their minds as they read."

STRENGTHS AND WEAKNESSES OF THE MOST COMMON APPROACHES

The Basal Approach

STRENGTHS

- Electric in nature with practices integrated from all systems.
- Sequential order in presentation of skills
- Continuity of skills through the grades
- Integration-coordination of materials and skills
- Gradual introduction of vocabulary and word analysis skills
- Organization is horizontal (coordination of materials) and vertical (social organization, vocabulary, word analysis skills, comprehension)

WEAKNESSES

- Too much vocabulary control-dull, repetitious
- Limited content in pre-primers; shallow, unrealistic, lack of literary style
- Sentence patterns appear haphazardly without repetition or mastery
- Race and ethnic groups are stereotyped and stylized
- Attitudes: society not realistic
- Not enough done to stimulate curiousity
- Workbook skills are overemphasized

The Language Experience Approach

- Shows children that reading is just talk written down
- Encourages communication - free and easy talk
- Makes reading a meaningful experience
- It is flexible
- Encourages greater creative experience in writing original stories
- Provides a source of materials for the culturally deprived
- Pitch, intonation and stress can be more meaningful using natural spoken language in sentences
- Children learn to share their ideas and listen to those of others.

- Vocabulary may be too uncontrolled
- May not provide continuity in teaching phonics skills
- May not learn problem-solving skills in comprehension
- Important gains in child's progress may not be measured on standardized test at end of school year
- Classroom may seem disorganized during reading class
- Requires extra preparation: chart making, planning firsthand experiences on the part of the teacher

The Individualized Reading Approach

- Self-selected books are more Likely to satisfy reading interests
- Greater opportunity for interaction among students in bringing together ideas gained from independent reading
- Child progresses at his own rate
- Individual teacher-pupil conference develop rapport

- Inadequate library materials in many schools
- Danger of insufficient skill development
- Puts heavy clerical burden on the teacher
- Difficult to find time for enough individual conferences
- Demands teacher of unusual ability

The Individualized Reading Apprpach (continued)

STRENGTHS

- Diminishes competition and comparison; avoids stigma of being in lowest group
- Each child experiences greater self-worth; takes more initiative
- Flexible - no ceiling on the learning
- Some children can be introduced to a much greater variety of reading materials
- Small groups are formed as needed for specific purposes
- Teachers should develop greater skill and flexibility in teaching
- Some children can be guided in more oral and written expression and in critical thinking

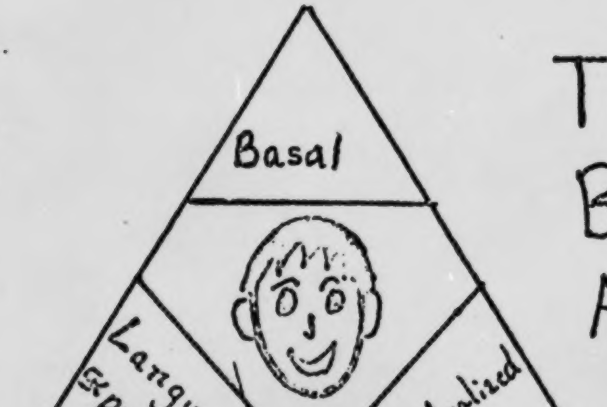
WEAKNESSES

- Young children need much guidance in material selection
- Hard to judge difficulty of book
- Much time is spent in preparing individual skill lesson
- Inefficient to teach a skill to an individual that half a dozen need at that time
- May cultivate habits of carelessness in reading and lack of throughness
- Difficult to administer written seatwork
- Teacher must do a good job of interpreting program to the parents

A Strong Phonics Approach

- Aids in auditory perception
- Aids in visual-auditory discrimination
- Aid to word recognition
- Aid to unlocking new, strange words
- Systematic system of learning letter sounds
- Builds independent and confident reading
- Useful in spelling
- Scientifically sound if taught in logical sequence, has universal acceptance

- Inhibits other skills if overemphasized in the beginning
- Over-reliance narrows flexibility in reading
- Memorizing phonics rules does not assure ability to use them
- Meaning is really much more important than sounding
- Too many sounds are spelled alike
- Too many rules - and most of them have exceptions
- No good for children with hearing defects
- Intensive dull drill can kill interest in reading



The Right
Balance equals
An Effective
Program

READING IN THE CONTENT AREAS

by Sandra J. Fox, D. Ed.

When students are not succeeding in the content areas, a first consideration must be the readability of the material upon which they are not performing. Sometimes content area books are written at a level much higher than even the reading texts for the same grade levels. There are readability techniques which can be used to obtain a grade level of readability for materials, but they do not evaluate the concept difficulty of the material. Furthermore, different readability formulas may give you different grade levels on the same material. In addition, the teacher would have to know the grade level reading ability of each of the students which, again, is sometimes difficult to ascertain. This method of determining whether or not content area materials are too difficult is being done and can be done if teachers feel comfortable with their procedures.

There are, however, more direct ways to find out whether or not the material is too difficult. The "cloze procedure" has been developed to enable teachers to determine the ability of the child to handle their instructional materials. It indicates the ability of the child to handle the concepts as well as word and sentence structures. This technique has been found most helpful:

1. Select at random a passage containing an adequate sampling of the material.

2. Retype the passage, leaving out every fifth word. As a general rule, neither the first word in a sentence nor proper nouns should be omitted.

3. Have the students read the incomplete sentences and fill in the missing words. To "close" properly, the child must understand the concepts and be able to read the words well enough to anticipate the author's ideas and fill in the blanks.

As a rule of thumb, if the student does not fill in at least 40% of the missing words correctly, the material is far too difficult for him.

Other ways of determining the appropriateness of the readability of a material for students include preparation of an exercise in the form of an individual reading inventory with comprehension questions from the content of the instructional material. This IRI would not necessarily have a grade level designation. The teacher would find out only whether or not a student could read and comprehend the material well enough. A sight word list test of specialized vocabulary terms from the material might also be used. On an informal basis, the teacher could note the size of the print, the length of sentences, the vocabulary load and the difficulty of the concepts.

When it is found that materials are too difficult for students, either instructional adjustments are needed or easier materials must be used. Materials have sometimes been rewritten for students.

In general, teachers in the content areas should use the Directed Reading Activity approach with students. It includes:

1. Readiness - motivating, purpose setting, and vocabulary study before the students read assigned materials.

2. Silent reading - Students read to satisfy the purposes that have been established by the teacher in the readiness step.

3. Recitation - The teacher questions the students about the reading.

4. Rereading - When comprehension is not clear, concepts not fully developed, or portions of the material apparently not understood, teachers can direct children in rereading.

5. Enrichment - When the child expresses interest in the material he has read, he should be directed to other interesting materials, factual or fictional, on the same subject. An interest center with such books and materials should be available for all students.

The students should eventually follow these steps themselves utilizing skimming for clues, questions at the end of the chapter, vocabulary lists, dictionaries, etc. What the teacher is doing with the Directed Reading Activity, actually, is teaching the students study skills. There are several study skills techniques, the most prominent being the SQ3R (survey, question, read, recite, review).

The cloze procedure can also be used to transfer chapter summaries or parts of them from content textbooks into directed reading activities. Leave the first and last sentences intact, then delete the key concepts and key vocabulary. Have the students fill in the blanks based upon their predictions before reading the assigned chapter (or portion thereof). After the class has reacted to the clozed summary, engage them in a discussion of the key concepts, key vocabulary and related material. They will enter the reading task much better prepared. This cloze procedure provides motivation, to complete the task of filling in the blanks correctly, purpose setting, and vocabulary presentation before the students read.

Teachers of content areas may have to adjust their thinking and concentrate upon covering less material well rather than covering alot of material, e.g. the whole book, and having the students learn little. They will have to set priorities on content. They may have to shorten reading assignments. It would be beneficial if all teachers used the same study skills approach with the students.

Teachers of content areas should "individualize" their instruction according to their students' needs. They may have to use different materials, not only textbooks, for different students. They may have to use different methods. The language-experience approach to teaching reading and language arts is an excellent approach for use in teaching content subjects. Use of multi-media materials, including reference books, will enhance the teaching of the content areas. Those schools with the Formula Phonics reading program have a built-in program for helping students to read in all classes. Students and teachers can outline material for organizing content. Too often students are asked to outline without being taught how.

Reading teachers should assist content area teachers in planning and implementing flexible grouping procedures, materials and teaching methods to provide for specific skill needs, interests, attitudes and values of individual students. Remedial reading teachers must assist students in learning the various comprehension skills, finding main ideas, following directions, sequencing events, etc. Remedial reading teachers should work especially close with content area teachers for procedures to be used with very poor readers. Remedial reading teachers must become more concerned with retention of content rather than simply the reading process which requires comprehension but not retention. They must train students in study skills as the other teachers do. Then the practice which the child receives in reading class will have more transfer to actual reading need situations.

There are various activities, depending upon the content area, which can be recommended for assisting students in reading. Space does not permit them being listed here.

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Children's Book Council. Notable Children's Trade Books in the Field of Social Studies. 67 Irving Place; New York, New York 10003

Children's Book Council. Outstanding Science Trade Books for Children. 67 Irving Place; New York, New York 10003

Cornett, Charles and Claudia. Reading Science: Concepts and Skill Activities. J. Weston Walch, $4.00.

Miller, Wilma H. Reading Diagnosis Kit. Center for Applied Research in Education, Inc.; 521 Fifth Ave.; New York, New York 10017.

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Arlington, Va. 22210

District of Columbia Public Schools. Working Draft of Guidelines for the Teaching of Reading in the Content Areas. [ED 059 859]

Florida State Department of Education. Physical Education and Reading: A Winning Team. [ED 134 971]

Hampton, Virginia, Board of Education. Reading Skills Development in Content Areas, Handbook 1. [ED 096 625]

Pearce, C. Glenn. Summaries of Research Studies on Factors Affecting Reading Comprehension in Business Communication. [ED 131 450]

MATERIALS

How to Read in the Content Areas
Multi-Media Self-Instructional Learning Kit
Educational Activities, Inc.
P.O. Box 392
Freeport, New York 11520

Specific Skills Series
Using the Context
Getting the Facts
Following Directions
Locating the Answer
Barneil Loft, Ltd.
958 Church Street
Baldwin, New York 11510

Reading for Meaning
J. B. Lippincott Co.
East Washington Square
Philadelphia, Pa. 19105

EDL Study Skills
Science
Social Studies
Reference
Taylor Audio-Visual, Inc.
1009 Dakota Ave. S.
Huron, S.D. 57350

Organizing and Reporting Skills Kit
Science Research Associates, Inc.
Route 4, Box 204
(James Mendenhall)
Detroit Lakes, Minn. 56501

Be a Better Reader
Prentice-Hall, Inc.
999 East Touhy
Des Plaines, Ill. 60019

Note: Copies of articles, readability formulas, and copies of How to Study for High School Students are available from Dr. Fox.

A SKILLS CONTINUUM FOR LANGUAGE ARTS

by Sandra J. Fox, D.Ed.

Establishing a skills continuum is one of the most important steps a school can take toward improving its language arts program. The usual language arts curriculum is one in which teachers use the same language textbook series and are determined to cover the text from front to back (but usually don't make it). Each level of the usual series covers just about the same topics, although many students never learn what a verb or action word is and others are bored because they have covered it over and over since their early grades. Granted, review may be needed from time to time; but, in general, it would be much better if teachers strived to teach mastery of certain things by certain times and then there would be time to go on to application of mastered skills and other content. A skills continuum would help to provide for this. The skills continuum is a combination of a hierarchy of skills and a set of desired competencies. It is a listing of desired skill competencies which are progressively and sequentially more difficult.

Another aspect of the usual language arts curriculum is that the teachers don't communicate very much about the program from one classroom to another nor is information passed on regarding students' performance. A skills continuum requires input from all language arts teachers in a coordinated program and has a built-in requirement for students' progress along the continuum to be recorded and shared.

The skills continuum is a strategy for organizing the curriculum into a manageable system useful to teachers and pupils. To make it more manageable and to allow for children's varying learning abilities, it is wise to have the continuum divided into K-3 competency skills, 4-6 skills, 7-9 and 10-12, with the children to be competent in those skills by the end of the last year of the designated grade range, by grades 3,6, 9 and 12. In addition, there would probably be four interrelated continuums rather than just one, one for listening skill competencies, one for speaking, one for reading and one for writing. In the senior high, there might be two continuums, one for listening and reading and one for speaking and writing. Some schools may wish to have a separate reading continuum and only include reading incidentally in the language arts continuum. Affective as well as cognitive aspects should be included in a continuum.

When planning a skills continuum, there are two things to consider:

1. What would the ideal be; what things should a child know at the end of a certain time?

2. What does your group of children know? How close or far are they from the ideal?

Suppose a school has planned an idealistic skills curriculum. Then the students come to school and it is discovered that they do not have the competencies which they should already have according to the continuum. Depending upon how many students are behind and how far behind on the continuum they are, decisions will have to be made for adjusting the continuum. Priorities may have to be set upon content to be mastered. Some competencies may have to be delayed until the next level or be deleted altogether, depending upon their importance.

As far as the desired competencies are concerned, they should be based on real life needs more than they have in the past. This is true especially at the high school level. We should not be requiring that a student become familiar with all the writers of the Romantic Period in the English literature book when there are so many other things he needs to spend his time learning-unless he already has these other skills. In fact, the student may not be able to read well enough for most of what's in the English literature book.

The skills continuum must be established by the language arts teachers based upon the particular needs of their students. Once it is established, the same cooperation and continuity must be evidenced by materials to be used, methods, etc. In other words, the program must have a philosophy, e.g., the bilingual approach, the E.S.L. approach, the language-experience approach, the total language arts approach, the eclectic approach, whatever, but it must run through the continuum or section thereof. Teachers must share successful methods or activities for possible application elsewhere in the continuum. All teachers must be well trained in the approach or approaches to be used.

A skills continuum cannot be developed overnight. It takes alot of work on the part of many, and then once it is developed it may have to be changed again and again. It should not only list competency skills but should also list materials and methods which might work best for teaching those skills. As the continuum is used and if students do master skills, more sophisticated work can be required at higher levels.

A way to start development might be to obtain copies of state department or textbook series continuum guides and use them, along with teacher opinions, to establish the ideal continuum. If the students were tested, do item analyses to find out the needs of the group. Use other means, including teacher observation, to determine where the students are in relation to the ideal. Adjust the continuum to best fit the needs of the group(s), keeping in mind, however, that the school should strive for the ideal.

The skills continuum is a natural for Title I purposes. It provides for one program in which Title I and regular program teachers work together. It provides information on which individual plans can be formulated.

The skills continuum organizes and coordinates the language arts program. It provides motivation for teachers to work hard toward helping their students achieve competencies by certain times, and it provides a guide to be used with students who enter the program far behind where they should be.

NOV 0 7 1979

School Operations No. 62-611

Information: Language Arts Skills Continuum

All Superintendents, Aberdeen Area
Attention: Education Program Administrators

From: Division of Education, Aberdeen Area

Attached are sets of language arts skills to be covered in grades K-6. They are the result of a project undertaken to establish better language arts programs in the Aberdeen Area.

The skills address only the language portion of language arts and do not cover the reading skills. Spelling, also, is not included, but is recommended that spelling and vocabulary words be the same.

This skills continuum should be reviewed by each school for possible adoption, or it should be adapted to better meet the needs of the local situation. The skills for each grade level are divided into those to be mastered, those to be practiced, and those to be introduced. It is recognized that if skills are mastered at a level, they will have to be reviewed periodically; but, hopefully, requiring mastery will ultimately improve students' achievement.

Also attached is a paper on the skills continuum concept. Please see that these materials are disseminated to teachers and principals at your agency.

(SGD) DENNIS R. FOX

Acting Assistant Area Director Education

Attachment

Ideally, this list of skills was developed for grades K-6. It is realized, however, that some students could surpass the skills listed for their grades while others may not be able to reach those for their grade levels. In this case, students should work on mastering those skills which are most important at lower levels and work up. For students in grades 7-12, then, it is suggested that the K-6 skills continuum can be used as a guide and/or survival skills materials can be used for grades 7-12 when students' skills are not where they should be.

KINDERGARTEN SKILLS

MASTER

Visual Discrimination:

- Recognizes simple shapes; square, triangle, rectangle, circle
- Copies simple shapes
- Can draw a simple man with head, body, arms and legs
- Identifies positional relationships; top/bottom, left/right, far/near, high/low, up/down, over/under, first/last, in/out
- Can select, arrange and categorize objects, pictures of objects, and can list items in given categories such as clothing, toys, animals, round, large, red
- Identifies eight basic colors
- Identifies size differences
  - thick - thin
  - large - small
  - long - short
  - many - few
  - wide - narrow
  - heavy - light

Auditory Discrimination:

- Listens and responds to simple, explicit directions
- Listens and responds to simple stories, rhythms, finger plays, songs and rhymes
- Discriminates between sounds from non-human sources
- Recognizes rhyming sounds

Speaking Skills:

- Says name, age and address
- Repeats words, phrases and short sentences (8 words)
- Completes an oral statement with spoken word that fits context
- Names common objects in pictures, in classroom, in building, in town, animals, foods, community workers, body parts
- Tells the meanings of familiar words in terms of use, i.e. a bed is to sleep on.
- Can supply names for actions - walk, run, etc.
- Recites short rhymes for others

Comprehension:

- Arranges pictures in time sequence
- Tells a story from a set of pictures
- Predicts outcome of picture story sequence
- Describes emotions from a picture (happy, sad, surprised, scared, angry)
- Understands same and different

Writing Skills:

- Prints first name

Library and Reference:

- Can locate picture books and easy books in library or in classroom

ABERDEEN AREA KINDERGARTEN SKILLS

PRACTICE

Visual Discrimination:	Recites alphabet and identifies letters, upper and lower case Cuts with scissors on lines, curves and angles
Speaking Skills:	Can express ideas, experiences, feelings and tell stories orally in front of the class (show and tell, etc.) Participates in class discussions Dramatizes actions, stories, roles Describes items in terms of sensory experiences (touch, taste, smell, etc.) Develops sense of likes and dislikes Uses past tense
Comprehension:	Retells a story or series of events
Writing Skills:	Alphabet A-Z
Library and Reference:	Demonstrates proper handling and care of books and magazines Demonstrates proper handling and care of A-V materials used in the classroom Listens to a story attentively in a group

INTRODUCE

Visual Discrimination:	Recognizes that words are groups of letters separated by spaces Recognizes that words are read and written from left to right Identifies words that are the same and different Matches color words with eight basic colors
Auditory Discrimination:	Discriminates between ending sounds Discriminates between initial sounds Determines when spoken names of objects begin with the same sounds Discriminates between words that sound almost alike
Comprehension:	Evaluates the reason for the outcome of a picture sequence Tells ideas implied but not pictured in a pictured sequence Evaluates pictures for incongruity
Writing Skills:	Prints whole name and simple words

ABERDEEN AREA
GRADE ONE LANGUAGE SKILLS

MASTER

Visual Discrimination:	Recognizes that sentences are made up of groups of words that tell something
Auditory Discrimination:	Listens and follows three-step directions Rhymes words
Speaking:	Says name, age, address and birthday (month,day) Gives clear two-step directions
Structural Analysis:	Can discriminate between singular and plural nouns Identifies words which begin with capital and small letters
Vocabulary Development:	Knows and uses the first 170 Dolch sight vocabulary words Understands direction words; underline, circle, on, etc.
Comprehension:	Selects pictures which best illustrate sentences or paragraphs Illustrates story content, poems and experiences
Writing:	Identifies and prints both upper and lower case letters Copies sentences
Creative Writing:	Writes one sentence about a picture Writes one sentence about an experience
Library and Reference:	Alphabetizes by first letter Chooses and checks out books from library Recognizes that words in the dictionary are in alphabetical order Distinguishes between fact and fantasy
Reading:	Identifies colors and reads color names
Thinking:	Classifies objects into categories; things, shapes, etc.
Grammar:	Recognizes telling and asking sentences Matches sentence parts to make complete sentences Puts words together in correct order to make a sentence Supplies words which fit sentence context

ABERDEEN AREA GRADE ONE LANGUAGE SKILLS

PRACTICE

Speaking:	Speaks so others can hear Tells orally about personal experiences, interests, and opinions Recites poems Participates in class discussions Dramatizes simple stories and role plays (using own words)
Vocabulary Development:	Determines when words are opposite in meaning
Comprehension:	Recalls the sequence of events in a selection or experience Notes details Recognizes main idea Draws conclusions
Grammar:	Uses action words in time order, noting changes in words for tense
Mechanics: Capitalization	Starts a sentence with a capital letter Begins names of people and pets with a capital letter

INTRODUCE

Speaking:	Properly answers telephone
Mechanics: Capitalization	Capitalizes letter "I" when used as a word
Punctuation	Uses a period after a statement (telling sentence) Places a question mark after question (asking sentence)
Reading:	Reads and follows directions Recognizes the meanings of signs Reads and writes names for days of the week
Grammar:	Recognizes naming words (nouns) Recognizes action words (verbs) Recognizes describing words (adjectives) Uses action words with singular and plural nouns Supplies describing words (adjectives)

ABERDEEN AREA
GRADE TWO LANGUAGE SKILLS

MASTER

Listening:	Follows a simple oral direction sequence
Speaking:	Gives clear directions Tells story with beginning, middle and end
Vocabulary Development:	Knows and uses 210 words from Dolch Basic Sight Word List
Comprehension:	Follows simple printed directions Reiterates facts from a given story or paragraph Illustrates by drawing an object or character described in a short story Selects a best answer to complete a statement after reading a story Retells a story
Writing:	Writes manuscript letters legibly and with proper spacing (upper and lower case) Writes names of days of week, months, holidays Writes address
Creative Writing:	Composes at least a three sentence story about an experience Writes at least a three sentence imaginary story Writes an imaginary ending to an open ended story Gives rhyming words to complete parts of a poem
Library and Reference:	Locates the title and author of a book
Grammar:	Writes describing words to complete sentences Uses number words to describe how many
Survival:	Knows parents'/guardians' names

PRACTICE

Listening:	Listens to an uncompleted selection and supplies a logical ending
Speaking:	Reads with expression Can answer questions in complete sentences Participates in class discussions Recites poems
Vocabulary Development:	Determines words which have similar meaning Uses antonyms in sentences

ABERDEEN AREA GRADE TWO LANGUAGE SKILLS - PRACTICE continued

Comprehension:	Predicts the outcome of a printed sequence by picture or oral illustration
Library and Reference:	Alphabetizes by second letter Uses picture dictionary to find meanings of words
Mechanics: Capitalization	Knows that names of people and pets, the first word in a sentence, names of months, days of the week, holidays, and the word "I" are capitalized
Punctuation	Interprets meaning of and uses an exclamation point, period and question mark
Grammar:	Recognizes nouns in a sentence Recognizes verbs in a sentence Recognizes describing words in a sentence Uses action words with plural and singular nouns Uses action words in time order, noting changes in words for tense Forms plurals of regular and irregular nouns Writes the missing part to complete a sentence (subject and predicate) Knows correct word order in question and telling sentences

INTRODUCE

Vocabulary Development:	Identifies the parts of a compound word Recognizes that words can have more than one meaning Uses context to determine best meaning of a word
Creative Writing:	Writes at least three or four sentence personal letters Writes two line rhymes
Library and Reference:	Uses a table of contents Makes a book report using language-experience approach that elicits title, author, story summary and evaluation of the book
Mechanics: Punctuation	Recognizes punctuation used in a letter Interprets meaning of and uses an apostrophe in contractions
Grammar:	Uses "I" last

ABERDEEN AREA
GRADE THREE LANGUAGE SKILLS

MASTER

Listening: Is able to listen to an uncompleted selection and give a logical ending

Speaking: Gives an oral book report
Recites poems
Participates in choral reading
Properly answers telephone
Makes an introduction

Mechanics:
Capitalization: Knows proper usage of capitals for proper nouns, in names of days, holidays and special days, months, "I"

Library and Reference: Knows how to use table of contents
Alphabetizes by second letter

Vocabulary Development: Understands and uses words which are the vocabulary of the various content areas
Understands and identifies synonyms
Understands and identifies antonyms

Structural Analysis: Understands and can form contractions
Understands and can form compound words

Grammar: Can answer questions in complete sentences
Uses I last

Comprehension: Predicts outcomes

Creative Writing: Writes two line rhymes
Is able to write a story (at least a half page long) when given a choice of suggested titles
Is able to write about personal experiences

PRACTICE

Listening: Is able to listen to a selection and recall the significant details

Speaking: Reads with expression
Participates in class discussions
Makes presentations to class

Vocabulary Development: Uses dictionary to find meanings of words
Recognizes that words have more than one meaning and uses context to determine best meaning

Comprehension: Comprehends who-what-when-where

ABERDEEN AREA THIRD GRADE LANGUAGE SKILLS PRACTICE - continued

Creative Writing:	Writes friendly letters Is able to write a description
Library and Reference:	Alphabetizes by third letter
Mechanics: Capitalization	Knows that the greeting and closing of a letter begin with capital letters Knows that the first word in a sentence is capitalized
Punctuation	Uses commas in lists, days of month, letter parts, direct address Knows end of sentence punctuation
Grammar:	Identifies and writes complete simple sentences, question and telling Identifies subjects and predicates of sentences Recognizes nouns, verbs and adjectives in sentences Forms singular and plural nouns, regular and irregular Uses action words with plural and singular nouns In sentneces of a paragraph, uses action words in time order, noting changes in words for tense

INTRODUCE

Structural Analysis:	Makes new words by adding prefixes un, re, and non and suffixes s, ed and ing
Library and Reference:	Uses a glossary Can explain all information on a title page Uses encyclopedia
Mechanics: Capitalization	Knows that initials are capitalized Knows proper usage of capitals for proper nouns (geographic and titles:
Punctuation	Uses period after a number in a list Interprets meaning of and uses apostrophe
Grammar:	Uses articles a, an, the
Writing:	Writes in cursive

GRADE FOUR SKILLS

MASTER

Speaking:	Asks pertinent questions for information, assistance, etc.
Listening:	Comprehends directions and can tell what the essential information is in his own words.
Reading:	Can obtain the answer to a specific question from reading. Can obtain the general idea of the content. Can identify selections as fiction, or nonfiction. Writes book reports.
Writing:	Demonstrates ability to use appropriate resource material to aid his/her spelling. Knows the proper use of capitals at the beginning of sentences. Writes material legibly. Is able to complete simple sentence expansion activities. Writes complete sentences.
Creative Writing:	Invents stories for pictures and picture sequences. Expresses personal feelings and attitudes in writing. Can sense through music the concepts of rhythm, tone, etc.
Vocabulary:	Understands and is able to identify common homonyms.
Grammar:	Uses a, an, the correctly. Identifies nouns and verbs. Identifies subjects and predicates. Forms singular and plural nouns, regular and irregular.

PRACTICE

Listening:	Demonstrates patience and sensitivity while others are speaking.

Speaking:	Volunteers responses in class. Speaks audibly. Is able to imitate voices in volume, variety of expression and rate. Makes oral class presentations including describing things, book reports, sharing of stories, thoughts or experiences. Participates in drama, role playing, oral games.
Reading:	Understands use of sounds including the principle of onomatopoeia and sound analogies (music to ocean, etc.) Recognizes and uses other figurative language. Chooses to use the library and to use free time for reading. Can identify supporting details in a selection. Can obtain the main idea of the content from reading. Reads with expression. Uses encyclopedia and dictionary utilizing guide letters and words. Uses glossary, title page and index. Uses context to determine best meaning of a word.
Writing:	Proofreads and does revising. Edits paragraphs. Writes the following types of compositions: descriptions, poetry, letters (thank you's, friendly, simple requests for information), stories (personal and imaginative). Knows end of sentence punctuation. Uses commas in a series, dates, letter parts, direct address. Knows uses of periods. Knows proper usage of capitals for geographic places, titles, initials, and in letter parts. Forms possessives.
Vocabulary:	Makes new words by adding prefixes and suffixes. Identifies and uses homophones correctly.

Thinking: Can relate events in proper sequence.
Asks questions or makes critical statements about ideas.
Answers questions with an answer which indicates understanding and provides pertinent information.
Can paraphrase ideas given by others.

Grammar: Uses verb tense correctly.
Identifies and uses adjectives.
Uses correct subject/verb agreement
Identifies pronouns and selects correct pronoun in using I or me, he or him, etc.

INTRODUCE

Writing: Correctly punctuates compound sentences.
Writes reports.

Thinking: Distinguishes between fact and opinion.
Can draw conclusions and begins to draw inferences and conclusions not expressly stated.
Can identify feelings and emotions being expressed.
Can identify the author's purpose.

Grammar: Adds adverbs to sentences.

GRADE FIVE SKILLS

MASTER

Writing:	Knows end of sentence punctuation
	Knows proper usage of capitals for geographic places, titles, initials, and in letter parts
	Evaluates whether given details support main ideas in paragraphs
	Writes and edits paragraphs
	Determines sequence of paragraphs in an extended selection
	Evaluates the appropriateness of titles
Vocabulary:	Identifies and uses homophones correctly
	Knows meanings of common abbreviations
Reading:	Can obtain the main idea of the content
	Uses glossary, title page and index
Speaking:	Makes announcements to the class
	Places telephone calls and takes messages
Creative Writing:	Supplies conversation for cartoons
	Can create descriptive language
Grammar:	Can identify and use adjectives
Listening:	Demonstrates patience and sensitivity while others are speaking
	Follows the main idea of a speech

PRACTICE

Thinking:	Answers questions with an answer which indicates understanding and provides pertinent information
	Asks questions and expresses ideas about what is heard or read
	Interprets and states cause-effect relationships
	Can relate events read or heard in proper sequence
	Distinguishes between fact and opinion
	Can draw conclusions and see inferences
	Can paraphrase ideas given by others
Reading:	Identifies exaggeration in printed statements
	Can identify feelings and emotions being stated
	Can identify the author's purpose
	Can identify supporting details in a selection
	Uses encyclopedia and other references as needed
	Uses dictionary to determine plurals, pronunciation of words and what part of speech a word may be
	Uses card catalogue
	Chooses to use the library and to use free time for reading
	Reads aloud with expression

PRACTICE continued

Grammar:	Uses verb tense correctly Identifies and uses adverbs Can identify and supply comparative and superlative forms of adjectives and adverbs Uses correct subject/verb agreement Identifies pronouns and selects correct pronoun in using I or me, he or him, etc. Identifies compound subjects and predicates and compound sentences
Listening:	From listening, sorts out the supportive details that clarify the main idea
Speaking:	Volunteers responses and participates in discussions Participates in drama, role playing, oral games Makes oral class presentations including describing things, book reports, sharing of stories, thoughts or experiences Delivers a short report
Creative Writing:	Identifies and uses figurative language and sensory images Interprets and writes descriptions of physical appearance Writes poetry and stories
Writing:	Researches, outlines and writes reports Writes letters and themes Proofreads and does revising Uses commas in a series, dates, letter parts, direct address, compound sentences Knows uses of periods Forms possessives Uses hyphens to separate words appropriately at syllables Writes quotes correctly Capitalizes proper adjectives, compass directions when used as definite sections of the country Knows that seasons of the year are not capitalized unless personified and that school subjects are not capitalized except languages and if they are followed by a course number
Vocabulary:	Matches colloquial expressions with their formally stated equivalents Uses context to determine best meaning of a word Makes new words by using prefixes, suffixes and roots

INTRODUCE

Thinking:	Summarizes information
Reading:	Reads and interprets poetry independently

INTRODUCE continued

Vocabulary:	Aware of shades of meaning
Writing:	Knows uses of colons, semi-colons, dashes, parentheses Underlines titles of books, magazines, newspapers, works of art, ships, etc.

GRADE SIX SKILLS

MASTER

Thinking:
- Can relate events read or heard in proper sequence
- Distinguishes between fact and opinion
- Can paraphrase ideas given by others

Reading:
- Identifies exaggeration in printed statements
- Can identify supporting details in a selection
- Uses dictionary to determine plurals, pronunciation of words and what part of speech a word may be
- Uses card catalogue
- Reads aloud with expression

Grammar:
- Identifies and uses adverbs
- Identifies pronouns
- Can identify and supply comparative and superlative forms of adjectives and adverbs
- Identifies compound subjects and predicates and compound sentences

Creative Writing:
- Interprets and writes descriptions of physical appearance

Writing:
- Uses commas in a series, dates, letter parts, direct address, compound sentences
- Knows uses of periods
- Knows that seasons of the year are not capitalized unless personified and that school subjects are not capitalized except languages and if they are followed by a course number
- Capitalizes proper adjectives, compass directions when used as definite sections of the country
- Uses a comma to separate last name from firstname when last name appears first

PRACTICE

Thinking:
- Answers questions with an answer which indicates understanding and provides pertinent information
- Asks questions and expresses ideas about what is heard or read
- Interprets and states cause-effect relationships
- Can draw conclusions and see inferences
- Summarizes information

Reading:
- Can identify feelings and emotions being stated
- Can identify the author's purpose
- Uses encyclopedia and other references including atlas, almanac, thesaurus, periodicals
- Reads and interprets poetry independently
- Reads maps, graphs, charts
- Reads for a specific purpose
- Chooses to use the library and to use free time for reading

GRADE SIX SKILLS - PRACTICE continued

Grammar:	Uses verb tense correctly Uses correct subject/verb agreement Uses correct pronoun forms Can identify and supply prepositions Can identify and supply conjunctions Can identify and properly punctuate interjections
Listening:	From listening, sorts out the supportive details that clarify the main idea
Speaking:	Volunteers responses and participates in discussions Participates in drama, role playing, oral games Makes oral class presentations including describing things, reports, book reports, sharing of stories, thoughts or experiences Avoids negative, qualifying and excusing statements regarding own spoken contributions in class interaction
Creative Writing:	Identifies and uses figurative language and sensory images Uses descriptive writing in setting development Writes poetry and stories
Writing:	Researches, outlines and writes reports Underlines titles Writes letters and themes Proofreads and does revising Forms possessives Uses hyphens to separate words and in compound words Writes quotes correctly Knows uses of colons, semi-colons, dashes, parentheses
Vocabulary:	Matches colloquial expressions with their formally stated equivalents Uses context to determine best meaning of a word Makes new words by using prefixes, suffixes and roots Is aware of shades of meaning
Survival:	Knows test-taking skills

INTRODUCE

Survival:	Uses the proper procedure in taking notes Knows a study skills procedure Knows how to use a catalogue Knows newspaper functions, editorials, news stories, advertisements, sports, etc.
Speaking:	Plans and conducts an interview

Consultants:

Mrs. Virginia Driving Hawk Sneve
Flandreau, SD 57028

Dr. Hap Gilliland
Reading Center
Eastern Montana College
Billings, Montana 59101

Mrs. Selma Evju
905 4th St., S.W.
Mandan, ND 58554

Jim Collison
Advanced Learning Consultants
Formula Phonics
26 12th S.E.
Mason City, IA 50401

Harry Berendzen
Educational Research Associates
P.O. Box 11339
Albuqeruque, NM 87192

Mavis Martin
Educational Consultant
5314 Canada Vista, N.W.
Albuquerque, NM 87120

Dr. Miles Zintz
3028 Marble Ave., N.E.
Albuquerque, NM 87106

Jacque Wuertenburg
10 N. Hartnett Rd.
Ferguson, MO 63135

Alice Paul
University of Arizona
Tucson, AZ

Division of Elementary and
Secondary Education
Kneip Building
Pierre, SD

Dauna Browne, Lorraine Webster
University of South Dakota
Vermillion, SD

Dr. Janice Schmoll
Augustana College
Sioux Falls, SD

Karen Dalrymple
1552 Hamilton
Douglas, WY

Ruth Gallant, Rosanne Kessens,
Marlene McBracken
University of North Dakota
Grand Forks, ND

Agnes Ross
Flandreau, SD

Mrs. Elfreda Zinsel
Mandan, ND 58554

Ardys Clarke
Rapid City Area Schools
809 South St.
Rapid City, SD

DELTA
Denver
(a government agency with funds
for training in language - experience,
etc.)

Dorsey Hammond
Oakland University
Rochester, MI

Mrs. Diane Reiley
Encyclopedia Britannica
Chicago, IL
312-321-6800

Dale D. Johnson
University of Wisconsin - Madison

American Indian Curricula Development
Program
United Tribes Educational Technical
Center
3315 S. Airport Road
Bismarck, ND 58501

Gloria Haywood
Metra Reading Program
(tutorial program)
Arizona
602-969-8702

Mr. and Mrs. Chesarek
Bilingual Education
Montana State University
Bozeman, MT

INCLUSION OF INDIAN CULTURE MATERIALS

There are many more educational materials and books which include Indian subject matter than there were a few years ago. The problem now is whether they are any good or not. It would be ideal if the materials were always historically and culturally correct. Some of them, however, contain controversial information. But if we get too picky, we may have no materials again. It might be worthwhile to show children that sometimes books may contain incorrect information, as they often think they must believe everything they read,. One must be careful, however, to ensure that the materials would not be damaging to the Indian child's self-concept. The following guidelines for selection of books and materials was submitted by the Lower Brule School:

1. Would the book help an Indian identify with and be proud of his heritage?

2. Does the book express Indian values? Might the book help an Indian reader to reconcile his own values with conflicting ones?

3. How might the book affect the non-Indian reader's image of Indian people? Does it foster a positive or a negative image of the American Indian?

4. Is the book sympathetic to the distinctive characteristics of Indian culture? In terms of whose values and attitudes is Indian culture being evaluated? His own or those of another culture?

5. Do the illustrations authentically depict Indian ways of life?

6. Is the image of the Indian presented one of a real human being with strengths and weaknesses, who acts in response of his own nature and his own times?

7. If fictional, are the characters realistically developed? Are situations true or possibly true to Indian ways of life?

8. Are the images of the Indian stereotyped? Of stereotyping, Alvin M. Josephy, Jr. says in his book, THE INDIAN HERITAGE OF AMERICA (Knopf, 1968, p. 8):

> "More common among most Whites are the false understandings and image which they retain about Indians. For many, the moving pictures, television, and comic strips have firmly established a stereotype as the true portrait of all Indians: The dour, stoic, warbonneted Plains Indian. He is a warrior, he has no humor unless it is that of an incongrous and farcial type, and his language is full of

'hows' 'ughs' and words that end in 'um'. Only rarely in the popular media of communications is it hinted that Indians too, were, and are, all kinds of real, living persons like any others and that they included peace-loving wise men, mothers who cried for the safety of their children, young men who sang songs of love and courted maidens, dullards, statesmen, cowards, and patriots. Today there are college-trained Indians, researchers, business and professional men and women, jurists, ranchers, teachers, and political office holders. Yet so enduring is the stereotype that many a non-Indian, especially if he lives in an area where Indians are not commonly seen, expects any American Indian he meets to wear a feathered headdress. When he sees the Indian in a conventional business suit instead, he is disappointed!"

9. Does the book present both sides of the event, issue, problem, etc? Does the book contain any factual errors or misleading information? Does it perpetuate?

10. Are loaded words (i.e., chief, savage, buck, squaw, red skin, etc.) used in such a way as to be needlessly offensive, insensitive, inappropriate?

11. Does the book put the contributions the American Indians have made to Western civilization in rightful and accurate perspective?

12. What additional information might be needed to make the book more relevant, useful, or to present both sides? Is comparable information presented more effectively in another book?

13. Is the author qualified to write a book dealing with American Indians?

14. Has the book been reviewed or evaluated by a person who is knowledgeable about American Indians as well as about the subject of the book?

15. Where and how might this book be used in a school curriculum to increase awareness and understanding of the American Indians?

A guide which would be helpful, also, is entitled How Communities and American Indian Parents Can Identify and Remove Culturally Biased Books from Schools. This publication was prepared by means of a contract from the National Institute of Education through ERIC/CRESS to Ms. Rebecca Robbins. The guide focuses on the problem of biased curricular materials which deal with the American Indian and is also designed to assist in developing strategies for identifying, evaluating, and remedying problems of biased and inaccurate materials in the curricula of schools which educate Indian children and youth. Copies of the guide may be obtained from:

ERIC Clearinghouse on Rural Education
and Small Schools
P. O. Box 3AP
Las Cruces, New Mexico 88003

How can Indian culture materials be included in the reading and language arts programs? The teacher must be resourcefuland try to include anything from the Indian world which would relate. The inclusion of Indian literature should be an obvious must. It can be read to younger children; students can read it together if there are sufficient copies, and, of course, students should be made aware of and encouraged to read books and other materials by and about Indians.

Teachers have complained that they don't like the format of some of the Indian curricula materials, or that the materials were developed for social studies or some other area other than language arts; but a teacher may have to be creative and develop their own units, lessons, etc., by using parts of Indian curricula kits, newspaper items, books, whatever. Language arts activities must be planned from these materials.

The language-experience method can be utilized to integrate Indian culture into the reading and language arts programs.

A final comment is that teachers must learn all they can about the Indian culture, present and past, in order to include it in their instruction and, of course, in order to relate better with the students.

Listed here are many materials which will be especially helpful to reading and language arts teachers, but they will also be helpful to teachers in other subject areas. Some of the materials are primarily for teachers and others primarily for student use. They are not given grade levels. It is suggested that each school purchase a copy of Indian Children's Book by Hap Gilliland, available from Montana Council for Indian Education, 517 Rimrock Road, Billings, MT 59102. Reading levels and interest levels are given for many of the books listed here.

Another source for checking quality of Indian materials is:

Media Evaluations & Dissemination by Indian Americans, Project Media, National Indian Educaiton Association, 1115-2nd Ave. S., Minneapolis, MN 55403.

MATERIALS

An Annotated Bibliography of Young People's Books on American Indians, Bureau of Indian Affairs, 1973. Available from Aberdeen Area Office, Division of Education.

Art and Indian Children of the Dakotas, series one through five, Bureau of Indian Affairs. To be made available from U. S. Government Printing Office

The Lower Brule School has developed some reading worksheets for grades 4 - 12 based upon Indian materials, available from the Aberdeen Area Office, Division of Education" or Lower Brule School.

Indian Saga Posters, Post Office Box 10515, Alameda, New Mexico 87114.

Bibiliography of Language Arts Materials for Native North Americans by G. Edward Evans, Karin Abbey and Dennis Reed. The most comprehensive bibliography of ESL, bilingual and native language arts materials for North American Indians available. Each item is carefully annotated. (1977, $4.00) American Indian Studies Center, U.C.L.A. and ERIC/CRESS, Box 3AP, New Mexico State University.

Literature by and About the American Indian, an annotated bibliography, new edition by Anna Lee Stensland, National Council of Teachers of English, 1111 Kenyon Road, Urbanna IL 61801 $8.00

Bibliography of Contemporary Native American Literature includes literary works of Native American authors which have been written and published within the years from 1960 and mid 1976 and gives sources of such literature. Available from American Indian Cutlure Research Center, Blue Cloud Abbey, Marvin, South Dakota

United Sioux Tribes has published attractive and informative brochures for each reservation in South Dakota. United Sioux Tribes, Pierre, South Dakota.

Tepee Stories, Dolch books-basic vocabulary books, Garrard Publishing Company, Chapaign, IL 61820.

American Indians of the Plains, (Intermediate-Junior High) six (6) sound filmstrips, Famous Indian Chiefs (Intermediate), eight (8) sound filmstrips, Tales of the Plains Indians, (Primary-Intermediate), six (6) sound filmstrips, Read Along American Indian Legends, (Primary-Intermediate-Remedial), six (6) sound filmstrips, Coronet, 63 E. S. Water St. Chicago, IL 60601

Akwesasne Notes, Indian newspaper, Rooseveltown, N. Y. 13683, contains news, information about books, posters, poetry, coloring books, etc.

Mrs. Marie Voigt of White Shield School has developed materials for the study of Indian literature at the high school level.

Films, filmstrips and books from the National Geographic Society, National Geographic Society, National Geographic Educaitonal Services, Washington, D. C. 20036. Especially good book, The World of the American Indian.

Films from Learning Corporation of America, 1350 Avenue of the Americas, New York, N. Y. 10019

Handbook on American Indian Education to be published in late 1980 by the California Department of Education

Four Winds: An International Forum of Native American Art, Literature and History. Hundred Arrows Press, P. O. Box 156, Austin, Texas 78767

Indian films and other materials available from Brigham Young Unviersity Press, Provo, Utah

Listing of Indian Publications in Reference Encyclopedia of the American Indian. Periodicals Section is a direct line for librarians and educators. Todd Publications, P.O. Box 535, Rye, N. Y. 10680 (202) 322-5488.

The research staff of the North Dakota Indian Affairs Commission has been compiling histories of the four reservations in North Dakota, Bismarck, North Dakota

Who's Who Among American Indian and Alaska Native Women. Will be available from National Women's Program Development, Inc., 2304 Midwestern Parkway, Wichita Falls, Texas 76308.

The South Dakota Oral History Center has published the American Indian Research Project Index, a subject index of the American Indian Research Project oral history collection. Available at no charge from the Oral History Center, 16 Daktoa Hall, University of South Dakota, Vermillion, South Dakota 57069

Any of the movies which have been based on books about Indians.

American Indian Literature: An Anthology, edited by Alan R. Velie. Available from University of Oklahoma Press, 1005 Asp Ave., Norman, Oklahoma 73019.

Publications list from Haskell Indian Junior College, Lawrence, Kansas 66044. Includes books designed for use in Indian schools

Herschfeller, Arlene. American Indian Authors: A Representative Bibliography, Association on American Indian Affairs, 432 Park Avenue South, New York, New York.

Information Officer, Bureau of Indian Affairs, 1951 Constitution Avenue, N. W., Washington, D. C. 20242. Write for books, materials and bibliographies listing materials about American Indians.

Indian Historian Press. Index to Literature on the American Indian, 1451

Masonic Avenue, San Francisco, California 94117.

Momaday, Natachee Schott, ed. American Indian Authors. This book contains 26 examples of the works of American Indian authors. Discussion questions follow each selection. Available from Houghton-Mifflin.

Text-workbook, Indian History and Culture. Written on the Junior High reading level. Contact William Pike, University of South Dakota, Vermillion, South Dakota.

Juneau Area has developed curriculum guides for reading and language arts.

A good source of Indian books is Don Yerger, S. W. Book Service, 2200 North Scottsdale Road, Scottsdale Plaza, Scottsdale, Arizona 85257.

American Indian Readers (Anthropology, Literature, Education, History, Current Affairs, Indian Treaties) separate volumes or in a set. Indian Historian Press, 1451 Masonic Avenue, San Francisco, California 94117.

Indian legends or stories which the students bring from home.

The Best of ERIC on Library Services to Native Americans. Available from ERIC/CRESS, Box 3AP, New Mexico State University, Las Cruces, New Mexico 88003

Manual for Providing Library Services to Indians and Mexican Americans. Available from ERIC/CRESS

A Kindergarten Curriculum Guide for Indian Children. Curriculum Bulletin No. 5, Bureau of Indian Affairs. Available from the Aberdeen Area Office, Division of Education.

The Aide in Indian Programs contains information on learning styles, self-concept and attitude building, culture as important for reading and language instruction, Educational System Planning, Inc., Box 1696, Woodland, California 95695

Bryde, John Modern Indian Psychology, Acculturational Psychology

Another resource is Rapid City Public School System; Director of Indian Education .

Contact South Dakota Indian Education Association for a bibliography of Indian studies materials.

Indian records are available from Canyon Records, 4143 N. 16th St., Phoenix, Arizona 85016

American Indian poetry set, cassettes by Media Fair, Inc., 380 Maple

Avenue W., Vienna, VA 22180.

The Earth Knowers: The Native American Speaks, filmstrip and cassette by Multi-Media, P. O. Box 5097, Stanford, California 94305

High interest - low vocabulary books by Dillon Press, Inc., 500 South 3rd St., Minneapolis, MN 55415. Story of an American Indian Series, includes Oscar Howe, Billy Mills, Crazy Horse, Red Cloud, Sitting Bull, etc.

American Indian Poetry, 4 filmstrips and cassettes by Educational Dimensions, Stanford, CT.

Literature of the American Indian by Thomas E. Sanders and Walter W. Peek, Glencoe Press

Another source - Indian Education Programs, Sioux Falls School District.

Hatter Fox by Marilyn Harris, Bantam Books.

American Indian Prose and Poetry edited by Margot Astrov, John Day

American Indian: Read and color books from Don Yerger, Southwest Book Servcie.

North American Indians: A Comprehensive Annotated Bibliography for Secondary Teachers. Available from Don Yerger, Southwest Book Service.

Significant American Indians by Jack Mardel from Don Yerger, Southwest

Four Masterworks of American Indian Literature edited by John Bierhorst, Farrar, Strauss & Giroux and Dial Press. Other books by John Bierhorst available from Don Yerger, Southwest Book Service.

Literature of the American Indian by Abraham Chapman available from Don Yerger, Southwest Book Service.

Textbooks and the American Indian by Rupert Costo available from Don Yerger, Southwest Book Service

Bibliography of Non Print Instructional Materials on American Indians from Don Yerger, Southwest Book Service

Contempory American Indian Biographies by Marion Gridley from Don Yerger, Southwest Book Service

Bibliography of Contempary North American Indian by William Hodge from Don Yerger, Southwest Book Service.

Indian Legends Coloring Book by Hunting Horse from Don Yerger, Southwest Book Service.

Training on "Teaching Basic Skills Through Cultural Activities" is available from Educational System Planning, Inc., P.O. Box 1696, Woodland, California 95695.

Heroes of the American Indians by Stember. Information available from Akwesasne Notes.

The Way: An Anthology of American Indian Literature by Steiner and Hill. Information available from Akwesasne Notes

The Indians' Book, songs and legends of the American Indians. Recorded and edited by Natalie Curtis, Dover Publications.

Films narrated by Iron Eyes Cody by Handel Film Corporation, 8730 Sunset Blvd, West Hollywood, CA 90069

Films by Multi-Media Producitons, Inc., P.O. Box 5097, Stanford, CA 94305

When the Legends Die by Hal Borland, available from Bantam Books.

Bantam Books have an Inquiry Study Center on American Studies. The Center consists of paperback books and a teacher's guide. Books and studies on the American Indian are included.

Selected Portraits of Prominent North American Indians, Smithsonian Institution, National Anthropological Archives, Washington, D. C. 20560

The American Indian Speaks, 23 minute movie, Chief Dan George gives his interpretaitons of famous Indian speeches. EBF

Go Indians! Stories of the Great Indian Athletes of the Carlisle School by Moss Hall, Ward Ritchie Press

A Comprehensive Bibliography for the Study of American Minorities, Vol. I & II by Wayne C. Miller, New York University Press

I Am The Fire of Time, Voices of Native American Women by Jane B. Katz, E. P. Dutton

24 Famous Indians (Spirit Masters and tapes) ESP, Inc. Jonesboro, AR, reading exercises

American Indian Tales and Legends by Paul Hamilton, Paul Hamilton Publisher

Dictionary of the American Indian by John Stoutenvurah Jr., Publishers' Central Bureau, Dept. 772A, 33-20 Hunters Point Ave., Long Island City, N.Y. 11011

Books by Lyons and Carnahan, 407E. 25th St., Chicago, IL 60616 for grades 2-8.

Brave Warriors by Norman Wiltsey, Caxton Printers, Ltd. P.O. Box 700, Caldwell, ID 83605

Multicultural Education and the American Indian, Publications, American Indian Studies Center, 3220 Campbell Hall University of California, 405 Hilgard Avenue, Los Angeles, California 90024

Wow Newspaper for children published yearly by United Tribes Educational Technical Center, 3315 South Airport Road, Bismarck, North Dakota 58501

Indian Craft and Supply Catolog, Del Orr, P.O. Box U, Castle Rock, CO 80104

Pressure Points in Growing Up Indian by Shirley Hill Witt. Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402

The Trees Stand Shining, Poetry of the North American Indians by Hettie Jones, Dial Press, P.O. Box 2000, Pinebrook, N.J.

Songs and Stories of the North American Indians by Paul Glass, Grosset.

Movie - More than Bows and Arrows narrated by N. Scott Momaday, Cinema Associates

The Clary Institute News Bulletin for Indian Leaders, 3700 Massachusetts Avenue, N. W., Suite #530, Washington, D. C. 20016

Dictionary of Indian Tribes of the Americas, American Indian Publishers, Inc. 177 F. Rvierside Avenue, Newport Beach, CA 92663

Bibliography of Culture-Based Curriculum Materials, WEEA Publishing Center, Education Development Center, 55 Chapel Street, Newton, MA 02160

Native American Women: A Bibliography by Dr. Rayna Green, WEEA Publishing Center, Educaiton Devleopment Center, 55 Chapel Street, Newton, MA 02160

Indian Awareness Test, available from Native American Information Center, Bacone College, Muskogee, OK 74401

Sitting Bull: A Profile in Power, film from Learning Corporation of America, 1350 Avenue of the Americas, New York, N. Y. 10019

American Indian Music for the Classroom by Louis W. Ballard, Canyon Records.

Arrows Four: Prose and Poetry by Young American Indians edited by T. D. Allen, Washington Square Press, Simon & Schuster, Inc.

American Indian Children's Literature and Curriculum Development for an American Indian Classroom available from ERIC/CRESS, Box 3AP, New Mexico State University, Las Cruces, New Mexico 88003.

The Remembered Earth An Anthology of Contemporary Native American Literature, ed. by Geary Hobson, University of New Mexico Press, Albuquerque, NM 87131

Building Ethnic Collections: An Annotated Guide for School Media Centers and Public Libraries, Libraries Unlimited, Inc., Littleton, CO

Indian Legends and Superstitions as Told by Pupils of Haskell Institution, Contact Haskell as to availability

Cry of the Thunderbird: The American Indians' Own Story by Charles Everett Hamilton, University of Oklahoma Press

Multicultural resources for children, 200 page bibliography, Navajo Community College Press, Navajo Community College, Tsaile, Arizona 86556

Indian Hand Talk, by Iron Eyes Cody, Naturegraph Publishers

The Fire Plume: Legends of the American Indians by Henry Rowe, Dial Press

Stories for Little Sioux and Others Too, read aloud stories by Loraine Webster, S. & W. Publishing, Box 512, Vermillion, South Dakota 57069

"American Indian Literature: Teachings for the Self," English Education, 1974.

"The Harmony of Native American Literature," Illinois School Journal, 1975.

Film, Legends of the Sioux, South Dakota Highway Department, Pierre

Talking Hands by Aline Aman, Indian sign language, Doubleday

Indian Picture Writing by Robert Hofsinde, Morrow

Talking Leaves: The Story of Sequoya by B. Kohn, Hawthorne

Indian Sign Language by W. Tomkins, Dover

Sequoyah: Young Cherokee Guide by D. J. Snow, Bobba

Books by M. Friskey, Children's Press

Jim Thorpe by T. Fall, Crowell

Jim Thorpe: World's Greatest Athlete by Robert W. Wheeler, University of Oklahoma Press, Norman

The Jim Thorpe Story: America's Greatest Athlete by G. School, Messner

Multi-Media on Indians of North America, 1965-1980, Education & Cultural Affairs Division, The National Museum of Man, Ottowa, Ontario KIA 0 M 8, Canada

English for Americna Indians from Haskell Indian Junior College, Publications Service

Native Americans Today by Howard Bohr, available from Don Yerger, Southwest Book Services

American Indians Today by Olga Hoyt, available form Don Yerger, Southwest Book Services

Hokahey! American Indians Then and Now by E. Dorain, McGraw

Indian Big and Indian Little by S P. Russell, Bobba

Poetry of the American Indian, 50 slides, booklet, cassette tape, American Visual Communications, P. O. Box 263092, Tucson, Arizona 85726 (602) 623-2565

The Sioux, 80 slides, booklet, cassette tape, American Visual Communications, P. O. Box 263092, Tucson, Arizona 85726 (602) 623-2565

The Indian Child, a film which may be good for pre-service training, Parents' Magazine Films, Inc., 52 Vanderbilt Avenue, New York, N. Y. 10017

Chief by F. Bonham, Dutton

Scott Foresman, Medallion Edition Literature Books contain some Indian literature

Audio-Visual, The Story of Sitting Bull, Gr. 1 - 6, Baker & Taylor Co., Audio Visual Services Division, P. O. Box 230, Momence, IL

Audio-Visual, Tatankaiyatoke - Sitting Bull, Gr. 7 - 10, Baker & Taylor Co.

Audio-Visual, Bury My Heart At Wounded Knee by Dee Brown, Gr. 7 - ad, Baker & Taylor Co.

Audio-Visual, The American Indian Today, Baker & Taylor Co.

Posters - American Indian Legends, each poster ilustrates a legend, Baker and Taylor Co., Gr. K - 2

Encyclopedia of American Indians, Scholarly Press Inc., 22929 Industrial Drive East, St. Clair Shores, Michigan 48080

Sections on Language Arts in Indian Curriculum Materials, Anadoarko Area Office of Indian Education Programs Bureau of Indian Affiars, Anadarko, Oklahoma

Sho Ban News, Indian Youth magazine, Trahaut, Institute for Career and Vocational Training, 5805 Uplander Way, Culver City, California 90230

The Native American Image on Film: A Programmers Guide for Organizations and Educators, American Film Institute, Kennedy Center, Washington, D. C.

Information on Hanta Yo, available from Jo Allyn Archambeaux, 2340 13th Avenue, Oakland, California 94606

Coming directory of successful native Americans in Engineering, Math,

Business and Fine Arts, Counseling Center, Box 8112, University Station,
Grand Forks, North Dakota 58202.

Native American Writer's Association, Jack Forbes, c/o D-Qu, Box 409,
Davis, California 95616

The Whipman is Watching by Thomas A. Dyer, Houghton-Mifflin

Dawining, a slide tape presentation done by Senior Class of Solen, North Dakota, High School. Available from Mountain West Race Desegregation Assistance Center, Weber State College, Ogden, Utah 84408

Catolog and resource directory by the Museum of the American Indian,
Heye Foundation, Broadway at 155th St. New York, N. Y. 10032

Nations Magazine, P. O. Box 30510, Seattle, Washington 59801

The Sun Child, a publication for children, 240N, Higgins Avenue #4
Missoula, Montana 59801

Newsletter of the Association for Study of American Indian Literatures, Karl Kroeber, Dept. of English and Comparative Literature, 602 Philosophy Hall, Columbia University, New York, N. Y. 10027 Special *Hanta Yo* issue

Indian Youth Magazine, 5819 Uplander Way" Culver City, California 90230

Indian Place-Names by John Rydjord, University of Oklahoma Press, Norman

A Guide to America's Indians: Ceremonials, Reservations, and Museums by Arnold Marquis, University of Oklahoma Press, Norman

American Indian Curriculum Materials available from ERIC/CRESS

Upside Down and Sideways, a collection of essays by high school students from Little Wound School, Kyle, South Dakota

What Shall Our Children Read? A Selected Bibliography of Native American Literature for Young People. Order from Ruth Blank, P. O. Box 1559, Mountain View, California 94042 $7.00

Daybreak Star Press develops and produces classroom materials on Native Americans. Daybreak Star Press, United Indians of All Tribes Foundation, Daybreak Star Cultural-Educaitonal Center, Discovery Park, P. O. Box 99253, Seattle, Washington 98199, (206) 285-4425

Fox Running by R. R. Knudsen, Avon

Indian Encounters by Elizabeth Coatsworth, Macmillan

Posters available from Red School House Instructional Materials, Development Project. 432 University, St. Paul, MN 55103

Integrating the Curriculum. Outlines steps whereby suitable curriculum may be instituted in schools. Contact American Indian Education Commission, 450 N. Grand Ave., Suite C-100, Los Angeles, CA90012, (213) 625-6375

Growing Up and Feeling Powerful as An American Indian, provides resource reading material for grades 4 - 6. Available from the Government Printing Office, Washington, D. C. 20402

Teaching Children About American Indians: A Resource Guide, from an issue of Indian Truth, articles reference teaching aides and curriculum source hints. Reprints available from Indian Rights Association, 1505 Race St., Philadelphia, PA 19102

Current North American Indian Periodicals by the Center for the Study of Man, Smithsonian Institution

American Indian Enrichment Activities available from ERIC/CRESS, Box 3AP, New Mexico State University, Los Cruces, New Mexico 88003

North American Indians: An Annotated Resource Guide for the Elementary Teacher available from ERIC/CRESS

The Way It Is Today available from ERIC/CRESS

Non-Stereotyped Indian Literature; A Bibliography by June Kuhl available from ERIC/CRESS

department
of education
and cultural affairs

Division of Elementary and Secondary Education
New State Office Building. Pierre. South Dakota 57501

INDIAN EDUCATION PROGRAM

In addition to providing consultative assistance to schools, the responsibilities for this office are:

Provide the U.S. Office of Indian Education with data on eligible local educational agencies for (1) current Indian enrollment, and (2) statistical information on local fiscal effort.

Disseminate Indian Studies Curriculum materials to schools through inservice to teachers and administrators on strategies and techniques to implement Indian Studies materials in the classroom.

Administer the South Dakota State Indian Scholarship under SDCL 13-55-13 through 13-55-20 to provide financial assistance to students to attend degree-granting institutions.

Develop increased educational opportunities for Indian students in institutions of higher education through (1) the State Indian Scholarship and (2) financial assistance through the Indian Teacher Education loan funds.

Provide Training and Consultative Services to Indian organizations or groups at the local educational level in Indian Advisory Board Training.

Materials available through inservice education only:

Indian Ethnic Heritage Studies Curriculum
Seven Units: The Indians Speak for Themselves
Science - An Indian Perspective
Indian Memories
Quiet
Government of the Indian People
Learning of the Indian People
Social Life of the Indian People
Annotated Bibliography
Artifacts Kit to accompany Social Life of Indian People
Picture Cards to accompany Artifacts Kit
Poster: How Wounded Knee Got Its Name and Related Historic Events

Inservice workshops on the use of the Indian Ethnic Heritage Studies Curriculum are provided through statewide awareness and upon request to the Director of Indian Education.

Director of Indian Education
Division of Elementary and Secondary Education
Pierre, South Dakota
Telephone: 605-773-3442

Indian Education
Division of Elementary and Secondary Education
Pierre, South Dakota 57501

INDIAN ETHNIC HERITAGE STUDIES CURRICULUM DEVELOPMENT PROJECT, 1975

The following materials will be available from the Division of Elementary and Secondary Education after September 1, 1975. You may receive copies for your review, by filling out the bottom part of this sheet. Thereafter, if you desire additional copies, you may place your order for number of copies needed.

Indian Curriculum Material

_____ 1. THE INDIANS SPEAK FOR THEMSELVES - Alan J. Allery 21 pages
Intermediate level.
The students are exposed to thoughts of the Lakota-Dakota people which are expressed in poetry, narratives and statements by famous Indian personalities with activity lessons. This unit is composed of ten lessons . . . . Detailed instructions are included and interesting illustrations aid in improving the self-concept of the students.

_____ 2. SCIENCE - AN INDIAN PERSPECTIVE - Alan J. Allery 50 pages
Intermediate and Junior High Level.
The philosophy of the Lakota people . . . necessary to life in order to remain in harmony with the universe and the balance of nature is interwoven into a variety of science activities and experiences which develop the powers of observation . . . The basic skills of science are utilized. It exemplifies the contributions to science by the Lakota-Dakota people. Illustrations included.

_____ 3. INDIAN MEMORIES - Mona Bublitz 60 pages Upper grades level
Cassette accompanies Unit.
The art of story telling will be revived by listening to the Indian and English versions of Indian stories . . . The Sioux anthem provides the background music. Suitable for small groups. Activity material included.

_____ 4. PART OF THE NATIVE AMERICAN WAY IS TO BE QUIET - Mona Bublitz 30 pages
Intermediate level, illustrated.
Pictures tell the story, of children in quiet activities, alone, and at play with others.

_____ 5. GOVERNMENT OF THE INDIAN PEOPLE - Sister Charles Palm 50 pages
Intermediate, Junior High Level, Cassette tape.
A historical review of the relationship of the Lakota-Dakota people with the government, drawing from the past to the present concept of self-determination.

_____ 6. LEARNING WITH THE INDIAN PEOPLE - Sister Charles Palm 50 pages
This unit begins by describing how an Indian boy and girl of long ago learned and brings it up to date to our present day schools and as learning occurs for the Indian student. Elijah Blackthunder relates personal experiences and elaborates on the importance of Indian Education today on a cassette tape which accompanies the unit.

_____ 7. SOCIAL LIFE OF THE INDIAN PEOPLE - Sister Charles Palm 79 pages
Intermediate and Junior High Level.
An authentic and complete unit consisting of eight lessons which introduce different aspects of the social life of the Lakota-Dakota people. You will learn of Indian customs and their value to the people. Recommended for teachers who are not familiar with Indian Heritage.

TO: Thomas C. Todd
State Superintendent of Schools
Division of Elementary and Secondary Education
Pierre, South Dakota 57501

Please send me 1 copy of units checked above

______________________, ______________________, ______________
NAME ADDRESS ZIP CODE

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AN - ED128142

CHAN- RC009419

TI - THE HOKSILA AND WINONA SERIES.

AU - WEBSTER, LORAINE; TWO HAWK, EVELYN

OS - SOUTH DAKOTA UNIV., VERMILLION. EDUCATIONAL RESEARCH AND SERVICE CENTER.

PD - 75

NO - 219P.

- RIE77JAN

PR - EDRS PRICE MF-$0.83 PLUS POSTAGE. HC NOT AVAILABLE FROM EDRS.

AV - EDUCATIONAL RESEARCH AND SERVICE CENTER, SCHOOL OF EDUCATION, UNIVERSITY OF SOUTH DAKOTA, VERMILLION, SOUTH DAKOTA 57069 ($12.00) PER SET OF 12 (10 BOOKS AND 2 TEACHER'S MANUALS)

DT - C

IT - *AMERICAN INDIANS; CHILDRENS BOOKS; *CHILDRENS LITERATURE

IT - *CULTURAL AWARENESS; *CULTURAL BACKGROUND; CURRICULUM GUIDES

IT - ELEMENTARY EDUCATION; ILLUSTRATIONS; INSTRUCTIONAL MATERIALS

IT - *READING MATERIALS; SUPPLEMENTARY READING MATERIALS

ST - *SIOUX (LAKOTA)

AB - THE 10 ILLUSTRATED READERS IN THIS LEARNING PACKET ARE ABOUT HOKSILA, A LITTLE LAKOTA BOY AND WINONA, A VERY SPECIAL LITTLE LAKOTA GIRL. HOKSILA LIVED A LONG TIME AGO ON WHAT IS NOW THE ROSEBUD SIOUX RESERVATION. HE WAS GROWING UP WHEN THE OLD INDIAN WAYS AND CULTURE WERE STILL INTACT BUT THREATENED. WINONA WAS TO BE GIFTED IN MEDICINE AND HEALING. IT WAS NOT UNCOMMON AMONG THE PLAINS INDIAN GROUPS FOR WOMEN TO HAVE SKILLS AND GIFTS IN MEDICINE. THESE WOMEN WERE HONORED AND RESPECTED. THEY PLAYED AN IMPORTANT ROLE AMONG THE PEOPLE. WINONA WAS TO BE ONE OF THESE HIGHLY RESPECTED WOMEN. THE HOKSILA STORIES ARE: "HOKSILA", "HOKSILA AND THE WOLF", "THE PEACE PIPE", "THE VISION", AND "THE WASICU". THE WINONA STORIES ARE: "WINONA", "WINONA AND THE FAWN", "WINONA AT 'ON THE TREE'", "WINONA BECOMES A WOMAN", AND "WINONA AND THE SACRED MEDICINE". THE TWO TEACHER MANUALS ACCOMPANYING THE READERS GIVE: MOTIVATIONAL INFORMATION TO PRESENT PRIOR TO READING EACH STORY; DISCUSSION QUESTIONS TO STIMULATE THOUGHT AND TO ASSURE THAT ALL CHILDREN LEARN FROM THE STORY; A WORKSHEET TO BE USED BY THE CHILDREN INDIVIDUALLY TO FURTHER REINFORCE THEIR LEARNING; AND SUGGESTED ACTIVITIES TO CORRELATE WITH THE STORY. THE SUGGESTED ACTIVITIES DO NOT REQUIRE SPECIAL MATERIALS OR EQUIPMENT. (AUTHOR/NQ)

SHANNON COUNTY SCHOOLS
BATESLAND, SD 57716

The following publications can be ordered.

#	Title	HANDLING COST
____	Lakota Studies Handbook	5.00
____	Lakota Activity Cards	1.75
____	Single Topic Folder	5.75
____	Iktomi Comic Book	.25
____	Iktomi Coloring Book	1.75
____	Math Skills Progress Record	1.25
____	Math Teachers Guide	2.50
____	Math Skills Mastery Cards - Primary Set; Int. Set (per set)	5.00
____	Communications Skills Progress Record	1.25
____	Communications Skills Mastery Guide	5.00
____	Reservation Teacher's Resource Guide	1.50
____	Gifted Children's Handbook (revised)	2.00
____	Handbook for Parents of Small Children	3.00
____	Teachers Guide Math Placement/Mastery Test	4.00
____	Communications Activities	1.50
____	Communications Cross-Referencing, Reading	1.50
____	Communications Cross-Referencing, Language	1.50
____	Art Recipes	2.50
____	Metric Component Kits	5.00
____	Lakota Activities - Primary	2.50
____	Lakota Time Line	1.00

NAME: ____________________ ORGANIZATION ____________________

ADDRESS: ____

I would like my name on your newspaper (free) mailing list: ______________

Materials which will be reprinted according to requests received.

Stories and Legends of the Northwest

PRIMARY READING AND LANGUAGE ARTS PROGRAM COOPERATIVELY DEVELOPED

- *The Indian Reading Series* is a reading enrichment program with high interest materials at the primary reading level
- Developed by more than 250 community people from many Northwest Indian reservations
- under the direction and guidance of a Policy Board representing the participating Indian communities
- In cooperation with the Northwest Regional Educational Laboratory and the National Institute of Education

HIGH INTEREST MATERIALS MEET SPECIAL STUDENT NEEDS

- *The Indian Reading Series* has demonstrated broad educational appeal to Indian and non-Indian parents, teachers and students
- While meeting the objectives of
  Expanding student interest in language arts experiences
  Increasing student skills in language arts activities
  Improving student feelings of competence and success in communications skills
  Reinforcing a positive self-image
  Providing all students and teachers with a greater understanding of the Indian heritage

POSITIVE EVALUATION OF AUTHENTICATED STORIES AND LEGENDS

- *The Indian Reading Series* has been authenticated by the participating tribes
- And field tested with over 1,200 Indian and Non-Indian children in 93 classrooms
- With endorsements and recommendations from State Superintendents of Public Instruction in Idaho, Montana, Oregon and Washington
- And enthusiastic acceptance by schools, libraries and educators throughout the United States and Canada

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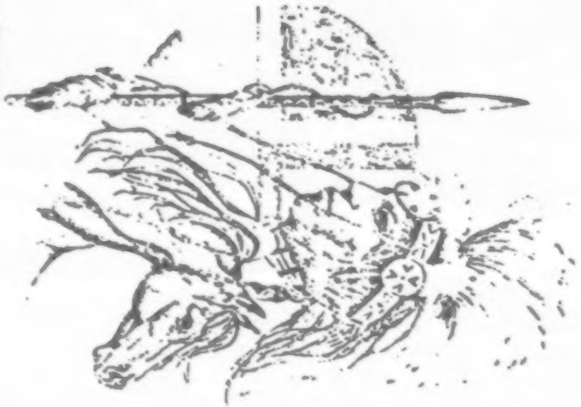
original drawing by Pat Badnin



ES
Educational Systems, Inc.
2360 S.W. 170th Avenue
Beaverton, Oregon 97005

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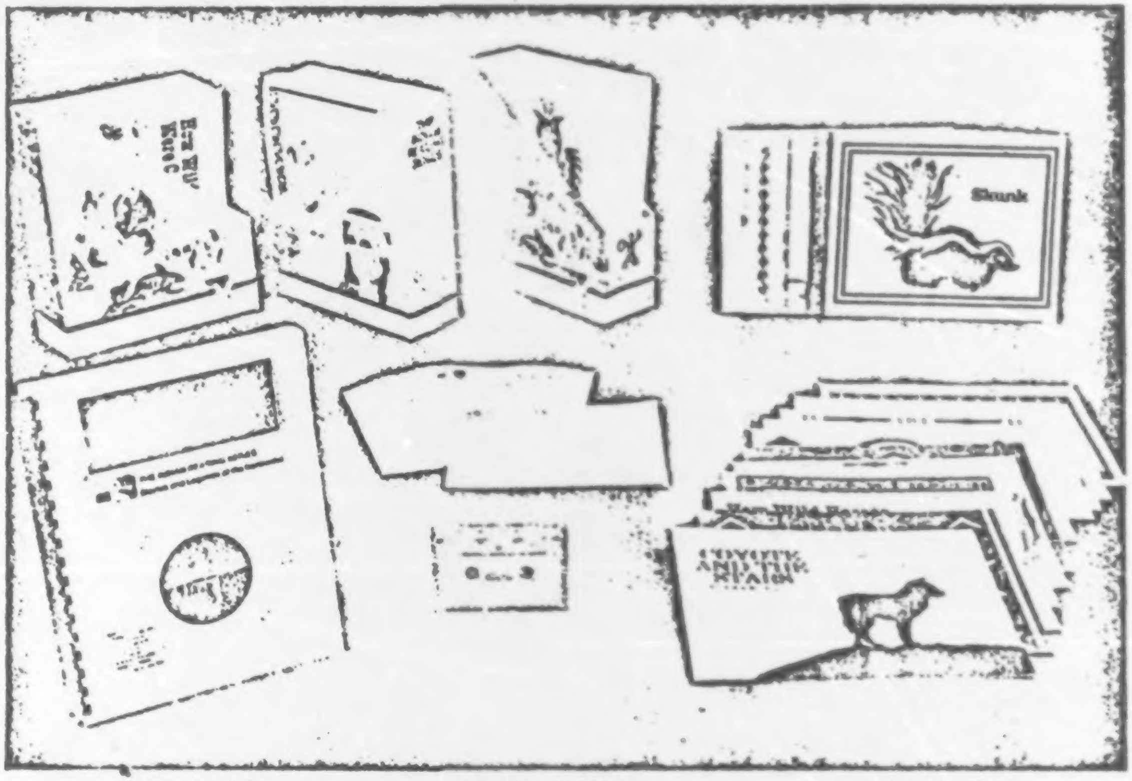
THE INDIAN READING SERIES: Stories and Legends of the Northwest

Published by Educational Systems, Inc.
ES 2360 S.W. 170th Avenue
Beaverton, Oregon 97005



Series I Titles

1. Coyote and the Stars (Warm Springs)
2. How Wild Horses Were Captured (Warm Springs)
3. [illegible] (Blackfeet)
4. [illegible] and Buttons (Northern Cheyenne)
5. [illegible] (Northern Cheyenne)
6. Why [illegible]
7. [illegible] (Shoshone-Bannock)
8. [illegible]
9. [illegible] (Crow)
10. [illegible] and Other Legends (Warm Springs)
11. [illegible] (Crow)
12. [illegible] (Warm Springs)
13. My Name is Pop (Crow)
14. [illegible] to the Reservation (Crow)
15. [illegible] the Fingers (Warm Springs)
16. [illegible]
17. [illegible]
18. [illegible] Big [illegible] (Blackfeet)
19. [illegible]
20. [illegible]

Series II Titles

1. *End of Summer* (Crow)
2. *Thunder and the Mosquito* (Muckleshoot)
3. *Why the Catfish Has a Red Face* [illegible]
4. *How Wildcat and Coyote Tricked Each Other* (Shoshone-Bannock)
5. *Pat Learns About Wild Peppermint* (Blackfeet)
6. *Picture Writing* (Warm Springs)
7. *Grandma Rides in the Parade* (Crow)
8. *The Bob-Tailed Coyote* (Northern Cheyenne)
9. *The Great Flood* [illegible]
10. *The Rainbow* (Warm Springs)
11. *The Time the Whale Came to Jackson's Bay* [illegible]
12. *Coyote and the Man Who Sits On Top* (Salish)
13. *The Crow* (Assiniboine-Sioux)
14. *Tepee, Sun and Time* (Crow)
15. *Water Story* (Crow)
16. *How Birds Learned to Fly* (Yakima)
17. *Mice and the* [illegible] (Blackfeet)
18. *How* [illegible] *Lost His Tail* (Warm Springs)
19. [illegible] (Warm Springs)
20. *Why Animals and Man Can No Longer Talk to One Another* (Warm Springs)

Series III Titles

1. *Story of the Seasons* (Warm Springs)
2. *The Beginning of the Earth* (Warm Springs)
3. *The Blacktail Dance* (Blackfeet)
4. *How Bobcat Got His Spots* (Kootenai)
5. *Lost in the Fog* (Jamestown-Clallam)
6. *How to Be a Friend* (Warm Springs)
7. *How the Morning and Evening Stars Came to Be* (Assiniboine-Sioux)
8. *Raccoon's Black Eyes and Ringed Tail* (Shoshone-Bannock)
9. *Coyote and Old Lady* (Shoshone-Bannock)
10. *Coyote and Trout* (Kootenai)
11. *How the Milky Way Got into the Sky* (Warm Springs)
12. *Iktomi and the Buffalo* (Assiniboine-Sioux)
13. *Medicine Horse* (Shoshone-Bannock)
14. *The Good Hunter and Fisherman* (Jamestown-Clallam)
15. *The Wild Buffalo Ride* (Blackfeet)
16. *I Am a* [illegible] (Crow)
17. *The Man Who Loved Shell Money* (Skokomish)
18. *Old Man* [illegible] (Blackfeet)
19. *The Turtle Who Went to War* (Assiniboine-Sioux)
20. *Coyote and the Mean Mountain Sheep* (Salish)

A Primary Grade Language Arts Program Developed by Indian People of the Plains, Plateau and Coast

Now accepted and being used extensively nationwide in all settings — Indian and non-Indian. The program is structured on a common sense approach and easily usable making it highly acceptable by all students including Bilingual students using English as a second language and advanced students using English as their primary language.

STUDENT BOOKS

The 60 student books in Series I, II and III present authentic Indian legends and contemporary stories of interest to students. The books are entertaining, and show how different Indian tribes explain the world around them and show one another how to live. When used along with a basal reading program, the books are designed to improve reading comprehension, classroom participation, and written and oral language skills. They make reading fun for students.

Series I $35.00 Series II $50.00 Series III $55.00

TEACHER'S MANUAL

The Teacher's Manual applies to all three series and is a comprehensive guide covering cultural background information, program objectives and rationale, and teaching activities organized around Indian culture and utilizing the language experience approach to learning. The activities are designed to help students learn how to think, rather than what to think, and include pantomime, puppet dialogue, role playing, making songs and dance. The Teacher's Manual is essential for utilization of the Series.

$12.95 (Includes Activity Guide Cards)

ACTIVITY GUIDE CARDS

The 60 Activity Guide Cards provide background information on each story or legend, identify the positive values or moral lesson stressed and suggest specific teaching activities which are coded to the Teacher's Manual.

Included with Teacher's Manual

CASSETTE TAPE

The Cassette Tape, Little Songs and Indian Dances, is valuable in setting the mood and essential for selected teaching activities.

$6.25

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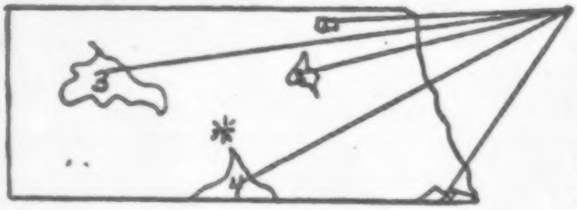
(K-12)

Since 1972 the American Indian Curricula Development Program has assisted Indian as well as non-Indian schools in the Plains State region by developing a Plains Indian curriculum for grades kindergarten through senior high.



In 1972 Satellite Centers were set up on each of the Five reservations in North Dakota.

1. Turtle Mts.
2. Fort Totten
3. Fort Berthold
4. Standing Rock
5. Sisseton

* Central Office

There valuable cultural information was gathered from tribal elders by Native American researchers. This information was documented and returned to the central office located in Bismarck, North Dakota. A staff of writers developed and published by 1975 the K-8 Traditonal Indian Plains Curricula, along with 18 slide/tape shows.

K-5 KIT (primary)

1. 8 Units of Study (cards)
    - Indian Family
    - Dwellings
    - Communities
    - Education
    - Foods
    - Values
    - Animals
    - Birds
2. 7 booklets
3. 35 overhead transparency originals
4. Teachers Manual

6-8 KIT (Jr. High)

1. Five Units of Study (books)
    - Circle of Life- social customs
    - Peace Pipe- religion
    - Plains Indian Arts and Crafts
    - Indian Country- history
    - A Feather to Each- biographies
2. Teachers Manual
3. Fourteen 11 x 17 posters

The 9-12 Curriculum Kit was completed in December of 1976 with an emphasis on Contemporary Issues facing the Native American Student. Also 5 slide/tape shows were produced to compliment the Jr. High Kit. The two Native American Studies Units in the Sr. High are:

(9-12)
BOOKS

SOCIAL CONFLICTS

1. Units of Study
    - Prejudice
    - Indian Education
    - Americanizing The Indian
    - Bureau of Indian Affairs
2. Teachers Guide
3. 10 Student Handbooks
4. Activity Cards
5. Transparency Originals
6. poster ana B.I.A. organizational chart
7. Native Americans by William Meyer, paperback

pamphlet by BIA:

9. Career Development Opportunities for Native Americans

FINE ARTS

1. Units of Study
    - Art
    - Music
    - Literature
    - Dance and Drama
2. Teachers Guide
3. 10 Student Handbooks
4. eight posters
5. 12- 10 x 12¼ symbolism and design plates
6. 10 profile cards (artists)
7. one cassette tape of songs.

INDIAN ADULT CURRICULUM DEVELOPMENT PROGRAM

United Tribes Educational Technical Center's dedication to Indian Education has resulted in the establishment of several Indian Curriculum Projects, one of which is the Indian Adult Curriculum Development Program (IACDP). This project was initiated in 1975 in response to needs perceived by the Adult Education Department of U.T.E.T.C. , Bismarck, N.D. IACDP was established to develop Indian related study materials for the GED that comprehensively taught the skills needed for the exam but that presented them within a culturally familiar context.

FIVE UNITS OF STUDY: (BOOKS)

1. English Skills for Indian Adults- grammar
2. Math Skills for Indian Adults- math concepts
3. Social Studies Skills for Indian Adults- social commentaries
4. Literature Skills for Indian Adults- collection of literature
5. Natural Science Skills for Indian Adults- scientific principles

American Indian Curricula Development Program
3315 S. Airport Road
Bismarck, ND 58571

SYNOPSIS

American Indian Curricula Development Program
Slide-Tape Shows

Kindergarten through Grade 5

1. Indians & Time - It illustrates the many names applied to the moon by various Plains Indian Tribes. Designed to correlate the moon and its names with the names used for the twelve months of the year.

2. Indian Communities - To develop the understanding of a community. To understand why different types of homes exist. To show that everything used in building a shelter was provided by nature. To understand the role of the "centers" in today's community.

3. Indian Families - To expose and enrich students understanding of the traditional and contemporary Indian family. Encourage student awareness of the close family relationship between each one of its members.

4. Indians & Big Game Animals - Familiarize students in grades 3-6 with many of North Dakota's large animals some of which are now extinct in the state. Emphasis is placed upon the Indians' uses of these animals.

5. Our Animal Friends - Designed to introduce a few of North Dakota's common animals to the young student. In rhyming verse children are told about these animals and how Indian people used them.

6. Learning From Each Other - Designed to show students what school was like for Indians long ago. Portrays the skills children needed to learn for adulthood, and how they learned these skills.

7. Medicine of the Flowers I - Familiarize and/or introduce grades four and above to some of North Dakota's summer wildflowers. The emphasis is on Indian uses of the many plants. Included are plants used for medicines and foods, which bloom in June and July.

8. Medicine of the Flowers II - Familiarize and/or introduce students grades 4-6 with some of the wildflowers found in North Dakota.

9. Small Prairie Land Animals - Familiarize students with many of the smaller animals found in North Dakota. Emphasis is placed upon the Indian's use of the animals for medicines, food, clothing and decoration.

10. Indians & Fur-Bearing Animals - Familiarize students with animals of North Dakota that are fur bearing. Emphasis is on how the Indians made use of all these animals.

11. Little Brave Bear & the Animals - Introduces some of North Dakota's animals to the students, particularly in grades 2-5.

12. Tatanka - Shows the role played by the buffalo in the lives of the Plains Indian peoples.

13. Plains Indian Foods - Designed to show students some of the foods obtained by Plains Indians. It is for grades 5 and up, because of it's length it could be shown in two parts.

14. Indians Homes - Designed to show both modern and traditional Indian homes. Emphasis is placed upon traditional homes of North Dakota Indians.

15. MAGHIDI MIA (Corn Woman) - Designed for grades 5 and up, is the memory of an old woman, telling of her life and times in an Indian village.

16. Trees Used by Indians - Familiarize students in grades four and above with trees found in North Dakota. The main emphasis is placed upon the use of the tress by North Dakota Indians.

17. Medicine of the Shrubs - Familiarize students in grades five and above with the many shrubs found in North Dakota. The main emphasis is placed upon the use of the shrubs by North Dakota Indians.

18. Messengers of the Sky - Introduce students in grades 3-6 with some of the birds found in North Dakota. Emphasis is placed upon the importance of these birds to the Plains Indians.

JUNIOR HIGH (6-8) SLIDE TAPE SHOWS

1. Memories - Acquaint the students with various Indian leaders and their natural respect for their country. This show will also give the students a conceptual insight into the plight of the Indian when the White society came west.

2. Arts & Crafts - Familiarize students with the various arts and crafts used by the Indians and how Mother Earth was made use of when making the dyes and other materials used for their crafts.

3. We Are All Brothers - Reinforces important and hard to understand concepts in Plains religion. It lends iteslf to deep and thoughtful consideration and will no doubt be of great interest to young minds.

4. Celebrations of Life - This slide/tape show deals with Plains Indian ceremonies. The concepts developed are the relationship of Indian ceremonies with nature, artifacts used in ceremonies and their symbolism, and individual and group ceremonies.

5. As Beautiful As The Roses - This slide/tape show gives meaning to traditional Indian music as it is unfamiliar to many young people and adults, breakdown Indian stereotypes, show students that Indian music is changing and creative, show that music conveys many things.

GOALS FOR A CULTURAL CURRICULUM

1. To help the child develop a postive image of himself as an Indian.
2. To help the child develop pride in his Indian and Tribal heritage.
3. To increase a child's awareness of Indian and non-Indian culture.
4. To develop a child's knowledge of similarities and differences between various Indian cultures.
5. To strengthen the child's ability to participate in and contribute meaningfully to both Indian and non-Indian culture.
6. To emphasize positively an Indian childs home experiences in the school environment. To also elevate the extended Indian family as model figures for Indian children.
7. To increase the Indian and non-Indian teacher and teacher's aides knowledge and appreciation of their history and culture.
8. To make the "school" experience and the "home and community" life inter-changeable thus increasing his motivation to learn.
9. To give the child chances to develop and experience goals, direction, character, creativity, discipline, independence and spiritual strength.
10. To keep alive and sacred the memory of the child's People.

APPROACHES:

Independent work
learning centers
mentorship
resource people
field trips

small group
peer teaching
simulation games
projects
team teaching

life experiences
extra curricular clubs
supplemental learning materials
"Happenings"

INDIAN CHILDREN/GIFTED CHILDREN CURRICULUM

The Indian Children/Gifted Children Curriculum Project was initiated in 1976 for the purpose of meeting special needs of gifted Indian students at Theodore Jamerson Elementary School, U.T.E.T.C. Campus, Bismarck, North Dakota. The primary goal of the 1976-1979 project was to develop identification tools for Gifted/Talented Indian Children and to write materials and activities designed to foster these identified talents. The Indian Children/Gifted Children Curriculum has designed material for Gifted/Talented Indian Children in four subject areas: math, science, music and art.

MATH

1. Additon
2. Subtraction
3. Multiplication
4. Division
5. Number Systems

MUSIC

1. Theory
2. Harmony
3. Melody
4. Rhythm

SCIENCE

MOTHER EARTH EXPLORATION UNITS

1. Creatures Big and Small
2. The Forces of Nature
3. Of the Earth
4. Look Beyond The Stars
5. The Unseen Powers

ART

INSTRUCTIONAL UNITS

1. Black and White
2. Color
3. Two Dimensional Objects
4. Three Dimensional Objects

REFERENCE UNITS

1. quilt making
2. beadwork
3. pottery
4. acrylics and oils
5. drawing and design
6. macrame
7. weaving
8. doll making
9. basketry
10. rug making
11. mask making
12. cake decorating
13. photography

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	UNIT 4. LAKOTA WOHILIKEEGNAPI (Economics)	.90	
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LIST OF AVAILABLE MATERIALS

(The following materials are now or will soon be available; those marked with a * are available now. They are offered for sale at cost, plus postage and handling; audio-visual materials are also offered for use on loan for a small deposit.)

Unclassified

* 1. The Winnebago Language: a unit for pre-school/Head Start $1.75
Annabess LaRose, Winnebago, NE
Contains many Winnebago stories; also suitable for elementary school.

* 2. The People of the Winnebago, the Lakota, the Santee, the Omaha: a picture packet of the people in the four major tribes in Nebraska today $3.00
Janeth Wahl, Lincoln, NE
Suitable for use at any level; pictures are suitable for classroom display; descriptive text is provided; slide presentation of the same pictures is also available.

* 3. The Omaha Calendar $ .80
Illustrations by Wallace Wade Miller, Macy, NE
Calendar pictures for the whole year depicting the months according to the Omaha people; suitable for classroom display or duplication for students.

Primary level elementary school

* 4. The Omaha People: a primary unit on the Omaha family structure and the literature of the culture $1.75
Carmen Chesnut, Lincoln, NE
Designed for use with the language experience model of classroom teaching

* 5. An introduction to the Omaha Indian tribe $1.60
Beverly Way, Omaha, NE
A unit for a third grade social studies curriculum; includes an "easy reader" story about an Omaha boy.

* 6. Omaha Literature $1.70
Nancy Scholl, Arcata, CA
A unit for a first-second grade reading curriculum with emphasis on symbolism

* 7. Omaha Stories $1.45
Edward May, Lincoln, NE
A unit designed for a Follow-Through Kindergarten classroom, with learning center activities; focus on storytelling and writing

* 8. Pawnee Life $2.50
Lois Nelson, Lincoln, NE
A unit on traditional Pawnee culture for a third grade social studies curriculum; includes a wide variety of activities.

* 9. The Oglala Sioux $1.15
Reva High Horse, Amelia Lamont, Wanblee, SD
Some segments of this unit on culture and literature are designed for grades 4-6 only; the rest can be used by grades K-6.

* 10.	Life of the Omaha: Past and Present Peggy McCall, Gretna, NE A unit written for 2nd grade emphasizing ecology; includes outdoor activities.	$1.10
11.	The Santee Sioux John Marencovich, Santee, NE In process.	
12.	Winnebago Stories for first graders Martha England, Lincoln, NE In process.	

(NOTE: Units #4, 5, 6, and 7 will eventually be combined into one or two units.)

Intermediate level elementary school

* 13.	The Oglala Sioux Karen Riedman, Lincoln, NE A unit designed for use with the 5th grade Holt Databank social studies curriculum lessons on discovery of America and westward movement.	
* 14.	The Life of the Omaha People Carolyn Boyum, West Point, NE; Patti Huff, Gretna, NE A multi-media unit for a fourth grade social studies and reading curriculum.	$2.15
* 15.	The Life of the Pawnee People Patti Huff, Gretna, NE; Carolyn Boyum, West Point, NE A social studies and reading unit for grades 4-6.	$1.30
16.	The Life of the Winnebago People Kathleen Danker, Woesha Cloud North, Rosemary Bergstrom, Lincoln, NE A social studies unit, in process.	
17.	The Literature of the Winnebago People Kathleen Danker, Woesha Cloud North, Rosemary Bergstrom, Lincoln, NE A literature unit based on the book, The Hollow of Echoes (see book list), in process.	
* 18.	The Lakota Bernice Cvrk, Scotland, SD A multimedia social studies unit which can be used with 3rd or 4th grade Nebraska or regional history.	$2.15

Junior High School

* 19.	The Holy Land of Nebraska: Pawnee Literature and Belief Patti Huff, Gretna, NE; Carolyn Boyum, West Point, NE A short unit for a junior high literature course, emphasizing myth and symbol.	$ .85
* 20.	Pawnee Stories Robert Simpson, Elkhorn, NE A literature unit for slow learners.	$ .60
* 21.	The Pawnee Experience: From Center Village to Oklahoma Stan Troxel, Chris Salberg, Springfield, NE A unit for a course in regional history which also deals with myth and social organization of the Pawnee people.	$1.50

* 22. Pawnee Literature: Mirror of Pawnee Culture $1.90
Lucille Barnes, Table Rock, NE
A multi-media literature unit with lessons on social organization and religion.

* 23. Teton Sioux Culture through Literature $2.50
Rosalie Petracek, Myrna Novak, Lincoln, NE
Intended to develop formal operational processes and language arts skills through independent and small group study of various aspects of Teton Sioux culture.

* 24. American Indian Stories $1.60
Karen Hutt, Lincoln, NE
A unit for a highly structured 7th grade language arts curriculum based on autobiographical stories by Gertrude Bonnin, a Sioux woman of the turn of the century (see book list); may also be used in similar class situations with 5th, 6th, and 8th graders.

* 25. Sioux Literature $2.00
Sharon Bowman, Wanblee, SD
Organized into sub-units on oral literature, prose fiction and non-fiction, poetry, and drama for grades 7 and 8; 4-6 weeks.

* 26. The Santee Sioux $1.50
Stan Troxel, Chris Salberg, Springfield, NE
A social studies unit which traces Santee forced migrations to Nebraska; for use in Nebraska history classes.

* 27. The Winnebago Tribe and the Nebraska Landscape $1.80
Mel Berka, Lincoln, NE
Deals with migrations, world view, social organization, and economy.

Senior High School

* 28. Western Sioux Culture, in five units $3.50
Tom Barlow, Randolph, NE; Bill Hayes, Omaha, NE; Mel Berka, Tom Christie, and Ted Hibbeler, Lincoln, NE
A comprehensive senior high social studies packet on the Lakota; designed to be taught as a course in Sioux culture, but can be used individually; Religion unit fits into a literature course.

28a.	Lakota Religion	$1.00
28b.	Lakota Government	$ .65
28c.	Lakota Economics	$ .50
28d.	Lakota Education	$ .60
28e.	Lakota Society	$1.00

* 29. The 1868 Laramie Treaty: A treaty between nations of the Sioux Confederacy and the United States $1.30
Ross Tegeler, Lincoln, NE
A unit for a course in international relations, history, political science, or modern problems, dealing with the issues of sovereignty and treaty rights.

* 30. The Education of the Sioux $1.55
Diana Stein, Omaha, NE
A unit for a basic studies curriculum for grades 8-10 on the cultural history of the Lakota people.

* 31.	Pan-Plains Culture Centering on the Omaha Tribe: A comprehensive senior high unit on pan-plains Native American culture, with emphasis on the Omaha people	
31a.	Native American Oral Tradition and Storytelling: Literature of the Omaha Elaine Warner, Lincoln, NE	$1.20
31b.	Omaha Kinship and Political Systems, a simulation game Kathleen Corder, Schuyler, NE	$1.80
31c.	Communication in Nebraska Indian Tribes Elizabeth daSilva, Lincoln, NE	$1.30
31d.	"With the Coming Tide": A unit on value change Mel Krutz, Seward, NE	in press
* 32.	Omaha Leadership and Tribal Government: An examination of a tribal charter Sandra Delano, Macy, NE Can be generalized and used to examine the charter of any tribe.	$1.15
* 33.	The Winnebago Tribe: Early History, 1634-1832 Delmar Free, Winnebago, NE Part of a developing comprehensive unit for social studies on Winnebago history.	$1.40
* 34.	Pawnee, Sioux, and Anglo Marriage Customs Mary Beth Lehmanowsky-Bakewell A human relations course	in press
* 35.	Native American Astronomy and Medicine Wheels of the Plains Indians Patrick Mallatt, Lincoln, NE Emphasis on the Pawnee and their Southern Caddoan kindred; a 2-4 week unit for junior high aerospace or senior high aeroscience classes or for independent study in an alternative school.	$1.00
* 36.	Crafts of the Plains Indians Patrick Mallatt, Lincoln, NE Suitable for junior or senior high art, industrial arts, or crafts classes or for alternative school crafts classes; 2-6 weeks or independent study.	$1.70
* 37.	Trickster Stories: a cross-cultural literature unit for sophomore English classes Karen Berman, Lincoln, NE A 10-day unit, part of a longer unit on the short story, designed to fit into an adjusted curriculum for EMH students.	$1.00
38.	Death and Dying in Plains Indian Past Cultures and in Contemporary Culture Patrick Maloy, Grand Island, NE In process.	

Art/Crafts Curriculum

* 39.	Plains Indian Arts/Crafts for the Elementary School Carol Eng, Santee, NE; Woesha Cloud North, Rosemary Bergstrom, Lincoln, NE Focuses on the study of the winter count.	in press
* 40.	Plains Indian Arts/Crafts for the Secondary School Carol Eng, Santee, NE; Woesha Cloud North, Rosemary Bergstrom, Lincoln, NE Emphasis on the Teton Sioux symbolism and crafts.	$2.15

Books (in paperback only)

* 1. O'pc of the Omaha, by Patrick Haley (upper elementary school) $2.00

* 2. The Hollow of Echoes, by Felix White, Sr., and Kathleen Danker (a Winnebago novelette for elementary school) $2.00

3. The Book of the Omaha, by Paul Olson and others (a collection of Omaha literature for elementary and especially for junior and senior high school, illustrated by Wallace Wade Miller, an Omaha-Seneca artist)
in press
approximate price $4.00

4. American Indian Stories, by Zitkala-Sa (Gertrude Bonnin) (thinly disguised autobiography of a Dakota Sioux woman, for use with the unit of the same name, #24)
in press
approximate price $2.00

5. A Few Great Santee Stories, by Edna Peniska, Robert Frerichs, and Paul Olson
In process.

6. The Book of the Pawnee, by Patti Huff, Carolyn Boyum, and Paul Olson (Pawnee literature for upper elementary or lower junior high school)
In process.

7. A Winnebago Primer, by several authors (a collection of Winnebago stories for young readers)
In process.

Videotapes (available as 3/4" casettes or 1/2" reels for cost of tape, $20-25 each)

1. Omaha culture as told by John Turner (an elementary school version and a junior high school version)

2. The Omaha Reservation: The Land, The Family, The People (a 3-part NETCHE production)

3. Mr. Fool Bull Reminisces: Recollections of Sioux history and culture by an ancient herbal man

4. Winnebago Culture as told by Felix White (an elementary school version and a junior high school version)

5. Pawnee Culture as told by Garland Blaine (an elementary school version and a junior high version)

6. Santee Story-Telling and Culture as told by Edna Peniska, Paul Robertson, and Irene Smith (an elementary version in preparation and a junior high version completed)

(NOTE: All videotapes, with the exception of Mr. Fool Bull Reminisces, will be edited further and refined during Spring, 1980.)

Slide Presentations (available in carousels or boxes; price quoted is for carousel)

1.	Traditional Pawnee art, script by Paul Olson	$20
2.	Pawnee clothing styles, script by Paul Olson	in preparation
3.	Traditional and modern Winnebago art, script by Woesha Cloud North	$22
4.	The Winnebago reservation, script by Woesha Cloud North and Delmar Free	$29
5.	Traditional Santee art, script by Schuyler Houser	$33
6.	The Santee reservation, script by John Shaw and James LaPointe	$29
7.	Omaha art, paintings of W. Wade Miller and other examples of Omaha culture script by Wade Miller, Paul Olson, and Rosemary Bergstrom	$48
8.	The Omaha tribe: a view of Macy, NE, and its people, script by Peggy McCall (for use with unit #10)	$16
9.	The Omaha tribe war dance, 30 June 1979, Macy, NE, script by Mel Krutz	$15
10.	Traditional and modern Sioux art, script by Paul Olson	$34
11.	Contemporary Sioux art	$34
12.	The Pine Ridge and Rosebud reservations, script by James Gibson	$28
13.	The Sun Dance, script by James Gibson	$12
14.	The Giveaway, script by James Gibson	$8
15.	The Ghost Dance Religion, script and slides by the Smithsonian	$28
16.	Sioux history: The paintings of Amos Bad Heart Bull	$8

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☐	___	7.95	___	5	10-A	INDIAN CHILDREN'S BOOKS a complete guide for teacher, Librarian, or researcher. Includes criteria for selection of Children's books on Indian life, and annotated list of 1650 books with evaluations by Indians. 230 p. Hap Gilliland
☐	___	2.00	___	5	3-11	VOSTAAS the story of Montana's Indian nations. A good beginning for a study of the plains Indians. by Maxine Ruppel
☐	___	6.95	___	5	6-A	A HISTORY OF THE CHEYENNE PEOPLE the result of 10 years research with Cheyenne people by Tom Weist. 227p., 13 maps, 100 photos
☐	___	1.95	___	6	5-12	GUARDIAN SPIRIT QUEST relates guardian spirit quests from a number of different Indian groups by Ella Clark.
☐	___	2.00	___	5	7-A	ISSIWIN Sacred Buffalo Hat of the Northern Cheyenne, by Father P. J. Powell
☐	___	1.95	___	5	7-A	OX'ZEM Boxelder and his Sacred Lance, Northern Cheyenne Culture, by Powell
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☐	___	1.95	___	4	3-A	THE FLOOD legends from 16 tribes throughout the world by Hap Gilliland
☐	___	1.95	___	4	2-8	STORIES FROM UGIDALI, Cherokee story teller, 3 traditional legends
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☐	___	1.95	___	6	7-9	PRAIRIE LEGENDS four legends, mostly originating from the Buffalo days camps of the Crows, by Monica Feather Earring, Fred Turnsback, Philomine Old Coyote, and Leia M. Puffer.
☐	___	1.95	___	8	6-A	BLUE THUNDER by Richard Throssel. A Crow legend of the power of the Indian's "Medicine" in defeating his enemies.

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☐	___	1.95	___	3	2-6	NAVAJO CHILDREN by Nancy Armstrong
☐	___	1.95	___	3	2-A	GRANDFATHER AND THE POPPING MACHINE humorous story of Northern Cheyenne's first contact with cars, by Henry Tall Bull and Tom Weist
☐	___	1.95	___	3	3-6	THE HERITAGE by Nancy Armstrong, Dolly Hildreth, Norma Lee
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☐	___	4.45	___	3	4-10	GERONOMO CHINO Story of an Apache boy and the horse he loves by Paula Paul
☐	___	1.95	___	4	4-8	RED HORSE and THE BUFFALO ROBE MAN A Spirit man appears at a ranch to teach Indian children some important lessons about their animals, by Dygert.
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SHORT ITEMS BY INDIANS

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					Navajo Stories: The following short stories were told and illustrated by Navajo people.
___	1.10	___	1	1-6	THE CHIDDY A Navajo's first experience with cars. 12 pages.
___	1.10	___	2	1-6	A VISIT TO THE CLINIC AND THE SUN'S STORY 14 p.
___	1.10	___	2	1-6	TWO BOYS IN NAVAJOLAND Typical life of the Navajo boy. 18 p.
___	1.10	___	3	1-6	THE POW-WOW A family goes to the Pow-wow in Flagstaff. 14 p.
___	1.10	___	3	1-6	THE TRAPPER AND HIS GOAT Two stories of Navajo life. 13 p.

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MULTI-CULTURAL, NON-SEXIST BOOKS HELP CHILDREN LEARN

Young children learn more, and learn faster, when they are using books which depict in a positive way their own cultural experience. In addition, if the books are non-sexist and bias free, children's own self-esteem will increase, as will their positive perception of other cultural groups.

In a Detroit study using one book with white characters and settings and another book with multi-racial neighborhoods, all children using the multi-cultural book performed better on subsequent tests. A large majority of all the students liked the multi-cultural book better and found it more interesting.

Achievement Increases

Pre-school aged girls, in another study, after listening to stories about working mothers, increased the number and type of jobs they thought were appropriate for women. In still another study, it was shown that pre-school children's achievement-oriented behavior is increased by exposure to books in which an achievement-oriented character is of the same sex they are. Children in the study persisted longer in a task after hearing an achievement-oriented story about a character of their own sex.

Both formal research and informal classroom observations are determining that the use of multi-cultural and non-sexist books can:

* Improve children's self image,

* Increase children's appreciation of other cultures and groups.

* Improve basic cognitive and verbal skills,

* Increase children's achievement-oriented behavior, and

* Increase children's time spent with books that they like more.

How To Choose

In selecting books for a pre-school classroom, there are several basic criteria:

* Are people of different cultures and groups accurately portrayed? Beware of stereotypical illustrations showing Native Americans (Indians) with feathers and war paint, indolent Mexicans with large hats, and other offensive portrayals.

* Are people of different ethnic groups portrayed realistically or have a few faces in a "white" story simply been colored brown?

* Are girls and women portrayed as active and successful? Or are they shown as passive and silly and needing the protection of a male?

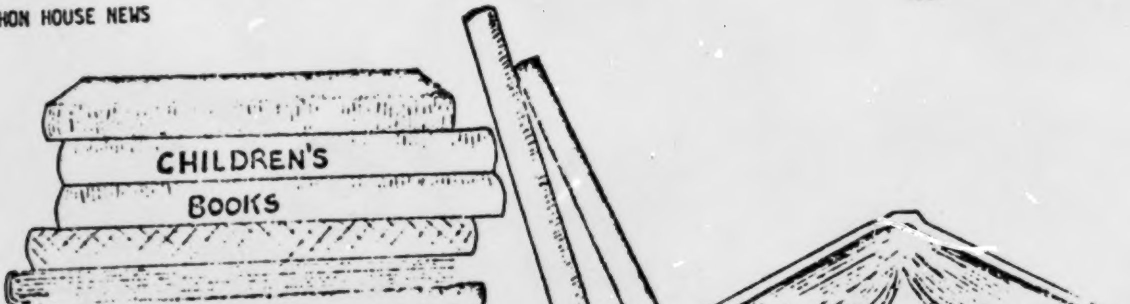
* In stories with adult characters, do the authority figures include women and minorities? (For instance, many books about schools show the teachers as white and black women, but the principal as a white man.)

* Do pictures depicting other cultures show only strange and exotic settings and people, or do they show people in real-life situations with which children can readily identify?

Not only will pre-school programs want to apply these standards to new books they purchase, but they will need to examine the books presently on the shelves. In many cases classroom book collections have grown up haphazardly from contributions and yard sales. They may contain books which perpetuate racist and sexist stereotypes.

1981

THE GRYPHON HOUSE NEWS



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BOOKS BY AND ABOUT THE SIOUX

Wowakita, Reservation Recollections by Emily H. Lewis, Center for Western Studies, Augustana College, Sioux Falls, South Dakota

Crazy Horse: Sioux Warrior by Enid LaMonte Meadowcroft, Garrard Publishing Company, Champaigne, Illinois 61820

Red Cloud: Sioux War Chief by Virginia F. Voight, Garrard Publishing Company

The Aboriginal Sin, poems by Tim Giago, Indian Historian Press

The Sacred Pipe: Black Elk's Account of the Seven Rites of the Oglala Sioux by Joseph Epes Brown, University of Oklahoma Press, Norman

Photographs and Poems by Sioux Children by Myles Libhert and Arthur Amiotte, Tipi Shop, Box 1270, Rapid City, South Dakota 55701

Red Cloud and the Sioux Problem by James C. Olson, University of Nebraska Press, Lincoln

Pine Ridge Research Bulletins published by Public Health Service, Pine Ridge, South Dakota

Return of Crazy Horse by William Kotzwinkle, Farrar, Strauss & Giroux

Pute Tiyospaye (Lip's Camp), the History and Culture of a Sioux Indian Village by Wanblee School, Wanblee, South Dakota

Red Cloud: The Story of an American Indian by Ed McGaa, available from Don Yerger, Southwest Book Service, Dillon Press

The Oglala Sioux by Robert H. Ruby, Vantage Press

Tragedy Strikes at Wounded Knee by Will H. Spindler, University of South Dakota, Dakota Press

The Battle of Wounded Knee by Barbara Bonham, Reilly & Lee

Indians of South Dakota by John Artichoker, Jr., South Dakota Department of Public Instruction. Available from Bureau-wide Library, National Indian Training Center, Brigham City, Utah 84302

A Pictographic History of the Oglala Sioux by Amos Bad Heart Bull, Helen Blish, University of Nebraska, Lincoln

Wounded Knee by Amy Erlich, Holt, Rinehart and Winston

Only Earth and Sky Last Forever by Nathaniel Benchley, Harper & Row

Voices from Wounded Knee, 1973, Wounded Knee Participants, Akwesasne Notes, Rooseveltown, New York

The Road to Wounded Knee by John Koster and Robert Burnette, Bantam Books

Reminiescences of a Ranchman by E. B. Bronson, University of Nebraska Press, experiences with the Sioux at Pine Ridge Agency

Buffalo Chief by Jane and Paul Annixter

Great Upon the Mountain: Crazy Horse of America by Vinson Brown, Naturegraph Publishers, Heraldsburg, California

Crazy Horse by Glen Dines, G. P. Putnam

Sioux Buffalo Hunters by Don Russell, Encyclopedia Britannica, description of the Oglala Sioux

Red Horse Owner's Winter Count: The Oglala Sioux 1786 - 1968, edited by Joseph S. Karol, available from Tipi Shop, P. O. Box 1270, Rapid City, South Dakota

The Crimson Carnage of Wounded Knee by Chief Flying Cloud, Francis Benjamin Zahn, Bottineau, North Dakota, Edward A. Milligan

Legends of the Lakota by James LaPointe available from Indian Historian Press

Books by Donald Worcester, Harry Z. Walck

Fighting Red Cloud's Warriors by E. A. Brininstool, available from Don Yerger, Southwest Book Services

Books by Virginia Driving Hawk Sneve, Brevet Press Incorporated, P. O. Box 1404, Sioux Falls 57101, Holiday House, 18 East 53rd Street, New York 10022

Books by Robert Burnette, Prentice, Bantam

The Sioux Today by Frank LaPointe available from Don Yerger, Southwest Book Service

Crying for a Vision: A Rosebud Sioux Trilogy, 1886 - 1976, Morgan and Morgan, Dobbs Ferry, New York

Brule: Sioux People of Rosebud by Paul Dych, available from Don Yerger, Southwest Book Service

The Sioux of the Rosebud: A History in Pictures by Henry W. & Jean Tyree Hamilton, University of Oklahoma Press, Norman

Winter Count by Dallas Chief Eagle, Johnson Publications, Golden Bell

Before Homesteads in Tripp County and the Rosebud by Gladys Whitehorn Jorgenson, Pine Hills Press, Freeman, South Dakota 57029

Sun Dancing at Rosebud and Pine Ridge by Thomas Mails, University of Nebraska Press

An Album of the American Indian by Rosebud Yellow Robe, Watts, and other works

Dance Back the Buffalo by Milton Lott, Pocket Books

Ben Black Bear Jr. & Victor Douville of the Sinte Gleska College Center in Rosebud worked to identify materials which would enhance Indian Studies courses and might be used in textbook preparation

Little Yellow Fur by Wilma Pitchford Hays, Coward, McCann and Georghegan

Books edited by Richard Erdoes, Pentheon, Simon & Schuster

"The Hardin Winter Count" edited by David Finster in Museum News, Volume 26, University of South Dakota, Vermillion

Buckskin Tokens: Contemporary Oral Narrative of the Lakota edited by R. D. Theisz, North Plains Press, Aberdeen, South Dakota 57401

With Crook at the Rosebud by J. W. Vaughn

"The Aftermath of Defeat: A Study of Acculturation Among the Rosebud Sioux of South Dakota," dissertation, University of Wisconsin

Mary and I: Forty Years with the Sioux by Stephen Riggs, Ross and Haines

The Badger Said This by Elizabeth Cook - Lynn, member of the Crow Creek Sioux Tribe, a collection of Indian stories and poems, Vantage Press, Inc., 516 W. 34th Street, New York, N. Y. 10001

Days Past by C. Richard Carroll, emphasis upon Yankton Sioux Tribe

Old Indian Legends by Gertrude Simmons Bonnin, Yankton Sioux, and other works

Books by Ella Deloria, University of South Dakota

Books by Vine Deloria available from Don Yerger, Southwest Book Services, Avon, Macmillian, Dell

Books by Charles A. Eastman, University of Nebraska Press; Fawcett; Black Hills Books, Rapid City; Fenwyn Press; Dover; Little, Brown & Company

History of the Santee Sioux by Ray W. Meyer, University of Nebraska Press, Lincoln

Sioux Uprising of 1862 by Kenneth Curley

A Preliminary Socio-Economic Study of the Sisseton-Wahpeton Sioux, U.S.D., Institute of Indian Studies by Thomas McPartland, 1955

A Preliminary Socio-Economic Study of the Sisseton-Wahpeton Sioux, U.S.D., Institute of Indian Studies by Thomas S. McPartland, 1955

Ehanna Woyakapi - History of the Sisseton-Wahpeton Sioux Tribe

Dance Associations of the Eastern Dakota by Robert H. Lowie, American Museum of Natural History

The First Sioux Nun by Sister Mary Ione Hilger Bruce Publishing Company

Remember the Wind by McK. Chapman, Lippincott

Myths and Legends of the Sioux by Marie L. MacLaughlin, Tumbleweed Press, Box 1857, Bismarck, North Dakota

Sitting Bull: Great Sioux Chief by LaVere Anderson, Garrard Publishing Company

Sitting Bull: Champion of the Sioux by Stanley Vestal, University of Oklahoma Press, Norman, and other works

Warrior for a Lost Nation: A Biography of Sitting Bull by Dorothy M. Johnson, Westminister

Sitting Bull: Story of an American Indian by Faith Y. Knoop, D. Yerger

The Native American Woman: A Perspective by Bea Medicine, National Educational Laboratory Publishers, 813 Airport Blvd., Austin, Texas 78702, and other works

Sitting Bull, War Chief of the Sioux by Richard O'Connor, MacGraw

Dorothy Cadotte Lentz has as her dissertation topic the history and culture of the Standing Rock Sioux Reservation

Sitting Bull, Dakota Boy by A. Stevenson, Bobbs

Sitting Bull by Julian May, Creative Educational Society

Life of Sitting Bull by Johnson W. Fletcher

Books by Joseph Altsheler, Appleton-Century, Croft

Paha Sapa (The Black Hills) by Abbot, information available from Akwesasne Notes

The Sioux Indians: Hunters and Warriors of the Plains by Sonia Bleeker, Marrow

A Good Day to Die by Del Barton, Doubleday

Books by Dee Brown, Holt, Laurel Leaf-Dell, Dag Hammarskjold Plaza, New York, N. Y. 10017, Bantam, Holt

The Picture - Skin Story by Alex W. Bealer, Holiday House

Last Battle of the Sioux Nation by Usher L. Burdick, Fargo, Worzalla Publishing Company

The Tomahawk Family by Natalie S. Carlson, Harper & Row

Books by Ann Nolan Clark, available from Haskell Indian Junior College, Publications Service

Books by Edna Walker Chandler, Albert Whitman and Company

Corn for the Palace by Margaret Crary & Carroll Voss, Prentice-Hall

Dakota Indian Treaties: The Dakota Indians from Nomad to Reservation by Don C. Clowser, Deadwood, South Dakota

Dacotah Tales by Richard Cropp, Southeast South Dakota Educational Service Center, Sioux Falls

A Study of Siouan Cults by James Owen Dorsey

Dacotah: Life and Legend of the Sioux by Mary Eastman, Ross and Haines

Warpath and Bivouac, or the Conquest of the Sioux by John F. Finerty, University of Nebraska

The Life and Death of Yellowbird by James Foreman, Farrah, Straus and Giroux

Valley of the Bear by Clay Fischer, Houghton Mifflin

Sioux Indian Leaders by Mildred Fielder, available from Don Yerger, Southwest Book Service

Books by Paul Gable, Bradbury Press, 2 Overhill Road, Scarsdale, New York 10583

The Story of the Sioux by Marion Gridley, S. P. Putnam

Books by Doris (Shannon) Garst, Houghton, Follett, Messner

The Warrior Who Killed Custer: The Personal Narrative of Chief Joseph White Bull edited by James H. Howard, University of Nebraska Press

The Sioux by Herbert J. Hoover, a critical bibliography available from Indiana University Press, 10th and Morton, Bloomington, Indiana 47405; The Scarecrow Press, Metuchen, New Jersey, and other works

Books by George E. Hyde, University of Oklahoma Press, 1005 Asp. Avenue, Norman, Oklahoma 73019

The Great Sioux Nation by Fred M. Hans, Ross & Haines

The Sioux: Life and Customs of a Warrior Society by Royal Hassrick, University of Oklahoma Press, Norman

Books by Lyla Hoffine, American Book Company

Dakotas by Marion Israel, Melmont

Moon of the Red Strawberry by Ann Irwin and Bernice Reida, Aurora Publishing Company, available from Hawkeye Books, Box 356, Lake View, Iowa 51450

Young Sioux Warrior by Francis Lynde Knoll, Lantern Press, Vernon, New York

Ghost Dance by David Miller

Great White Buffalo by Harold McCracken, Lippincott

Dakota Indians coloring book, Minnesota Historical Society, St. Paul, Minn. 55101

The Lucky Ghost Shirt by Terri Martini, Westminister

Books by Frederick Manfred

Books by James Mooney, University of Chicago Press

If You Lived with the Sioux Indians by Ann McGovern, Four Winds Press, Scholastic and other works

Books by John Milton, University of South Dakota

Fort Laramie and the Sioux Indians by Remi Nadeau, Prentice-Hall

Land of the Dacotahs by Bruce Nelson, University of Nebraska Press

Books by John C. Neidhardt, University of Nebraska Press, 901 North 17th Street, Lincoln, Pocket Books

The Modern Sioux by Ethel Nurge, University of Nebraska Press, Lincoln

The Sioux Are Coming by Walter O'Meara, Houghton-Mifflin

The Great Sioux Uprising by C. M. Ochler, Oxford University Press, 200 Madison Avenue, New York, N. Y. 10016

The Great Sioux Nation: Sitting in Judgment on America by Roxanne Dunbar Ortiz, American Indian Treaty Council Information Center, Moon Books

Books by William Powers, For Children, Incorporated, Columbus, Ohio

The Last Buffalo: Cultural Views of the Plains Indians: The Sioux or Dakota Nation by Willard E. Rosenfelt

The Little Lost Sioux by Martha Raabe, Albert Whitman and Company

Sioux Arrows and Bullets by Paul Sanford, Naylor

Legends of the Mighty Sioux, South Dakota Writers Project, Sioux Falls, S. D., Fantab, Incorporated

History and Acculturation of the Dakota Indians, S. D. S. U., Brookings, South Dakota

Leaflet #3 of Dakota Highlights published by State Historical Society, Pierre, South Dakota, "Leaders of the Sioux Indian Nation"

Books by Luther Standing Bear, University of Nebraska Press, Lincoln; Riverside Press, Houghton Mifflin

"The Sioux," a pamphlet available from Sioux Indian Museum, 1002 St. Joe St., Rapid City, S. D. 57701

Books by Mari Sandoz, University of Nebraska Press, Hastings House, Lippincott, Westminister

Books by E. Shuskey, American indian Historian Press, Don Yerger - Southwest Book Service

The Last Days of the Sioux Nation by Robert M. Utley, Yale University Press

White Cap for Rechinda by Carroll Voss, Ives, Washburn, New York

The Sioux: A Selected Bibliography by John Van Balen, Institute of Indian Studies, University of South Dakota, Vermillion

Dakota Indian Lore by Darrell Woodyard

Walk on My Moccasins by Mary Phraner Warren, E. M. Hale & Company

Fort Berthold

"Mandan" by Edward Bruner in Perspectives in American Indian Culture Change by Edward Spicer, University of Chicago Press

Sacagawea: Indian Guide by Wyatt Blassingame from Garrard Publishing Co.

Mandan - Hidatsa Myths and Ceremonies by Martha W. Beckwith, American Folklore Society Memoirs, Volume 32, 1938, Washington, D. C.

Works by Alfred W. Bowers, University of Chicago, U. S. Government Printing Office, Bureau of American Ethnology

Three Affiliated Tribes by Joseph Cash and Gerald Wolff, available from Don Yerger, Southwest Book Service

O-Kee-Pa, a Religious Ceremony and Other Customs of the Mandans by George Catlin, University of Nebraska Press, Lincoln, and other works

A Hundred Years at Fort Berthold by Reverend and Mrs. Harold Case, Bismarck Tribune

"A History of Old Fort Berthold" by Adrian Dunn in North Dakota History, Volume 30

Five Indian Tribes of the Upper Missouri by Edwin Thompson Denig, University of Oklahoma Press, Norman, and other works

Traditions of the Arikara by George A. Dorsey, Carnegie Institute of Washington, Washington, D. C.

Mandan and Hidatsa Music by Frances Densmore, U. S. Government Printing Office, Washington, D. C.

The Dynamics of Stylistic Change in Arikara Ceramics by James Deetz, available from Microfilming Corporation of America, P. O. Box 10, Sanford, N. C. 27330

Early White Influence upon Plains Indian Painting: George Catlin and Carl Bodmer Among the Mandan, 1832-34 by John C. Ewers, available from Microfilming Corporation of America, and other works

Winged Moccasins: The Story of Sacajawea by Frances Farnsworth, Messner

Books by Lyla Hoffine, Bobbs - Merrill, David McKay, Bobba

Sacajawea by Harold P. Howard, University of Oklahoma Press, Norman

In the Land of the Mandans by Will Henry, Chilton Books, 401 Walnut, Philadelphia, PA 19106

Gloria Kihega is planning to research the history of the Three Affiliated Tribes and will be developing curriculum units for courses in education at the University of Oklahoma

Arikara Narrative of the Campaign Against the Hostile Dakotas by O. G. Libby available from Don Yerger, Southwest Book Service and other works available from State Historical Society of North Dakota

Earth Lodge Tales from the Upper Missouri: Traditional Stories of the Arikara, Hidatsa, and Manjan, key to the three languages, available from Mary College, Bismarck, North Dakota

Hidatsa Indian Ethnology and Philology by Washington Matthews, U. S. Geological and Geographical survey of the Territories, Miscellaneous Pulications, No. 7, Washington and other works

Fort Berthold Indians of North Dakota by Floyd Montclair, 1945

Nine Tales of Coyote by Fran Martin, Harper & Row

Arikara Indians of South Dakota by Elmer E. Meleen, Vermillion, University of South Dakota (mimeograph)

Poor Wolf (Hidatsa Indian), autobiography, collections, State Historical Society of North Dakota, Volume 1

Indians of the Upper Midwest by Erling Nicolai Rolfsrud, Lantern Books, Alexandria, Minnesota

Sakakawea: The Bird Woman by Russel Reid, State Historical Society of North Dakota, and other works

Like - A - Fishhook Village and Fort Berthold by G. Hubert Smith, available from Government Printing Office, Washington, D. C. 20402

Short History of Fort Berthold by Ralph M. Shane, Fort Berthold Agency, 1956, North Dakota History, Volume 26

Sacajawea Guide to Lewis and Clark by Jerry Seibert, Houghton - Mifflin

Sacajawea - Bird Girl by Flora Warren Seymour, Bobbs - Merrill

Corn Among the Indians of the Upper Missouri by George F. Will and George E. Hyde, University of Nebraska Press and other works

Sacajawea by Anna Lee Waldo

"Old Fort Berthold As I Knew It," by James F. Walker in North Dakota History Volume 2

Waheenee by Gilbert L. Wilson as told by Waheenee, a Hidatsa woman, available through North Dakota State Historical Society, Volume 38, No. 1 & 2, Winter-Spring Journal of the Northern Plains, and other works

TURTLE MOUNTAIN

Cree Legends by Aherakew & Handlotte, Saskatchewan Indian Cultural College, Saskatoon

William Wipple Warren: Ojibway Historian by Will Antell, Chippewa, Dillon Press

Louis Riel Alive, a half-hour debate on the hanging of a leader for nationhood of native peoples. Information available from Akwesasne Notes

Dream of the Blue Heron by Victor Barnouw, Delecorte

The Chippewa Indians by Sonia Bleeker, Morrow

Contact Metha Bercier, Belcourt, for further resources

Songs of the Chippewa by John Bierhorst, available from Don Yerger, Southwest Book Service

Kevin Cloud, Chippewa Boy in the City by Carol Ann Bales, Reilly & Lee Books

Ojibwa Myths and Legends by Sister B. Coleman, Ross and Haines and other works

Long Return by John Craig, Bobbs - Merill, and other works

Indian Life and Indian History by George Copway, Chippewa, Albert Colby & Co., Boston

Chippewa Customs by Frances Densmore, available from Don Yerger, Southwest Book Service and other works.

Manabozho by Alden O. Denning

"History of the Turtle Mountain Band of Chippewa Indians," by David P. Delorme in North Dakota History, vol. 22, Bismarck

Stories from the Old Ones as told to Walter O. Denney, Bear Chief Educational Consultants, Rocky Boy, MT

Kent Fitzgerald, Chippewa, has been editing Helen Parker Mudget's History of the Ojibwe through the center for the History of the American Indian, Newberry Library, 60 West Walton St., Chicago 60610

History of the Turtle Mountain Band of Chippewa Indians by Patrick Gourneau

The Midewiwin or Grand Medicine Society of the Ojibwa by W.J. Hoffman

Works by James H. Howard, University of South Dakota, 1965, and in North Dakota History, 1952

The Strange Empire of Louis Riel by Joseph Kinsey Howard, Swan Publishing, Toronto, and Microfilming Corp. of America, P.O. Box 10, Sanford, NC 27330

Little Whirlwind by Margaret A. Hubbard

Books by Gordon Langley Hall

Ojibway by Marion Israel, Melmont

Books by Reverend Peter Jones

Chippewa Indians of Yesterday and Today by Sister M. Carolissa Levi, Pageant Press

Ojibwa Crafts by Carrie A. Lyford, available from Publications Service, Haskell Indian Junior College, Lawrence, Kansas 66044

Ojibwa Religion and the Midewiwin by Ruth Landes, University of Wisconsin Press and other works

Chipawayan Tales by Robert H. Lowie, American Museum of Natural History

The World of Manabozho by Thomas B. Leekly, Vanguard

Contact Andy Laverdure, Belcourt, for further resources

Indian Why Stories by Frank B. Linderman, Charles Scribner's Sons

Indian Drums Beat Again by Francis McGuire

Northland Adventure by Richard Moremus

Ojibway Indians, coloring book, Minnesota Historical Society, St. Paul, MN 55101

Windego and Other Tales of the Ojibways by Noreal Morrisseau and Herbert T. Schwarz, McClelland

Ojibway Drums by Marian W. Magoon, Longmans, Green & Co.

The Chippewas, University of Oklahoma Press

Red World and White: Memories of a Chippewa Boyhood by John Rogers, University of Oklahoma Press, Norman

Tales of Nanabozho by Dorothy Reid, Henry Z. Walck, Inc.

Chippewa Tribe by Timothy Roufs, available from Don Yerger, Southwest Book Service

Louis Riel by George Francis Gilman Stanley, Ryerson Press, Toronto

Chippewa Dawn by Don Spavin, Voyaguer Press, 9337 Nesbitt Rd., Bloomington, MN 55437

Wigwam in the City by Barbara C. Smucker, E.P. Dutton & Co. and other works

"Indians of North Dakota" by Ramond F. Schulenberg in North Dakota History, vol. 23, Bismarck

The Ojibwas by Helen Hornbeck Tanner, a critical bibliography available from Indiana University Press, 10th & Morton, Bloomington, ID 45405

A Glossary of Chippewa Indian Names of Rivers, Lakes and Villages by Chysostom Verwyst, Catholic Historical Society of St. Paul, and other works

Books by Gerald Vizenor, Nodin

Patrick DesJarlait: The Story of an American Indian Artist as told to Neva Williams, Lerner Publications

History of the Ojibwa Nation by Wm. Warren, Ross & Haines

Jennie Redbird Finds Her Friends by Biloine W. Young and Mary Wilson, Independence Press, Box 1019, 3225 S. Noland Rd., Independence, MO 64051

Other Indian Literature

I Have Spoken: History Through Voices of Indians by Armstrong and Turner, a sourcebook of quotations, Swallow Press

The Whispering Wind: Poetry by Young American Indians edited by T. D. Allen, Doubleday

Full Moon: Indian Legends of the Seasons by Lillian Budd, Rand McNally

The Long - Tailed Bear by Natalia M. Belting, Bobbs - Merrill and other works

Between the High Mountains and the Rainbows by Jane Bailey, editor, School District 17-H, Big Horn County, Montana

The Magic of Names: Three Native American Poets, available from Blue Cloud Abbey, Marvin, South Dakota

Indians, Legends and Myths, Bureau of Indian Affairs, U. S. Government Printing Press, Washington, D. C.

American Indian Song Lyrics by Nellie Barnes

Magic World, Translations of Poetry by Brandon, Morrow

North American Indian Mythology by C. Burland, available from Don Yerger, Southwest Book Service

The Red Swan, Myths and Tales of the American Indians edited by John Bierhorst, Farrar, Straus & Giroux, and other works

Indian Myths by William Elsey Connelley, Rand McNally

American Indian Poetry by George Cronyn, Liveright, Ballantine

Indian Tales of North America by Tristan Coffin, available from Don Yerger, Southwest Book Service

Thunderbird and Other Stories by Henry Chafetz, Pantheon

The Sky Clears: Poetry of the American Indians by A. Grove Day, University of Nebraska Press, Lincoln

Lodge Stories by Edward Dolch, Garrard

Indian Myths by Ellen Russel Emerson, Ross and Haines

The Storytelling Stone: Myths and Tales of the American Indians by Susan Feldman, Dell

Voices From Native America by Jack D. Forbes, edited, Press - Hall

Young Readers Indian Stories by A. L. Furman, available from Don Yerger, Southwest Book Service

New Native American Drama: Three Plays by Hanay Geigomah, University of Oklahoma Press, Norman

Indian Legends of American Scenes by Marion E. Gridley, Donahue & Company

American Indian Tales and Legends by Vladimir Hulpach, London: Golden Pleasure

The Little People by Flora Hathaway, Montana Council for Indian Education, and other works

American Indians Sing by Charles Hofmann, John Day

Myths and Legends of the Great Plains by Katherine Berry Judson

Indians: A Play by Arthur Kopit, Hill & Wang, Bantom

Caught Between (A One-Act Play) by Helen Kromer

A Coat for Gray One by D. Lewis and Shirley Edwards, Kenworthy Education Service, Inc., Buffalo, New York

Indian Legends of the Great West by Johanna R. M. Lyback, Lyons

Fireside Book of North American Indian Folktales by Allen Macfarlan, Stackpole Books, Harrisburg, PA

Books edited by John R. Milton, Dakota Press, University of South Dakota, Vermillion, SD

American Indian Mythology by Alice Marriot and Carol K. Rachlin, Crowell and other works

Contemporary Native American Address edited by John R. Maestas contains 50 speeches by prominent American Indians, Brigham Young University Press, 268UPB, Provo, Utah 86402

Let My People Know: American Indian Journalism, 1928 - 1978 by James E. Murphy and Sharon M. Murphy, University of Oklahoma Press, Norman

Who Is Chairman of This Meeting? by Osborne, a collection of essays from Neewin Press

Indian Tales by Joseph and Edith Raskin, Random House

The Trickster by Paul Radin, Greenwood Press

Indian Folk Tales by Mary F. Roulet, American Book Company

Treasury of American Indian Tales by Theodore Ressler, Bonanza

Shaking the Pumpkin: Traditional Poetry of the Indian North Americans by Jerome Rothenberg, Doubleday

The Man to Send Rain Clouds: Contemporary Stories by American Indians by Kenneth Rosen, Vintage Books

Indian Creation Stories by Julia M. Seton, House Warren, Hollywood

Native American Essay Collection, Contact Bryan Swann, Cooper Union, Cooper Square, New York, NY 10003

Indian Tales for Little Folks by Walter Shelley, Platt

The Unwritten Song by Willard R. Trask, Macmillan

Indian Tales of the Northern Plains by Joy Yellowtail Toinseta and Sally Old Coyote, Montana Council for Indian Education

Tales of the North American Indians compiled by Stith Thompson, Indiana University Press

Forklore of the North American Indians by Judith C. Ullon, Library of Congress

Thunder Root: Traditional and Contemporary Native American Verse by J. Ivaloo Volbonth, American Indian Studies Center, U.C.L.A.

Indian Oratory: Famous Speeches by Noted Indian Chieftains compiled by W. C. Vanderwerth, University of Oklahoma Press, Ballantine

Riding the Earth Boy by James Welch

Stiff Ears: Animal Folktales of the North American Indian by Alex Whitney, David McKay

Indian Hero Tales by Gilbert L. Wilson, American Book Company

From the Belly of the Shark by Walter Lowenfels, Vintage Books

Carriers of the Dream Wheel: Contemporary Native American Poetry by Duane Niatum, Harper and Row

So Say the Indians by Louis Thomas Jones, Naylor Co.

Children Sing in the Far West by Mary Austin (Hunter)

Indian Music Makers by Robert Hofsinde, Morrow